



**THE EFFECT OF REPETITION DRILL TOWARD SPEAKING  
MASTERY IN PAST ACTIVITIES  
SUB TOPIC AT GRADE VIII STUDENTS OF  
MTS BAHARUDDIN ACADEMIC YEAR 2019/2020**

**A THESIS**

Submitted to The State Institute for Islamic Studies Padangsidimpuan as a  
Partial Fulfillment of the Requirement for the Graduate Degree  
of Education (S.Pd) in English

Written by  
**YUNI INDAH LESTARI HUTAGAOL**  
Reg. Number. 16 203 00014

**ENGLISH EDUCATION DEPARTEMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

**2021**





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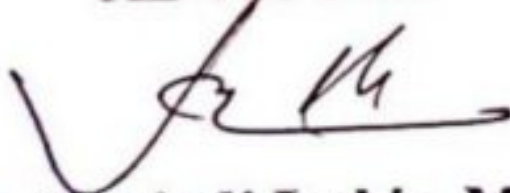
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YUNI INDAH LESTARI HUTAGAOL  
Reg. Number. 16 203 00014



ADVISOR I

  
Dr. Fitriadi Lubis, M. Pd  
NIP. 19620917 199203 1 002

ADVISOR II

  
Fitri Rayani Siregar, M.Hum  
NIP. 19820731 200912 2 004

ENGLISH EDUCATION DEPARTEMENT  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN

2021



### LETTER OF AGREEMENT

Term : Munaqosyah

Item : 7 (seven) exemplars

Padangsidempuan, Februari 2021

a.n. **Yuni Indah Lestari Hutagaol**

To: **Dean**

**Tarbiyah and Teacher Training Faculty**

In-

Padangsidempuan

*Assalamu 'alaikum wr.wb.*

After reading, studying and giving advice for necessary revision on the thesis belongs to **Yuni Indah Lestari Hutagaol**, entitled "**The Effect of Repetition Drill Toward Speaking Mastery in Past Activities Sub Topic at Grade VIII Students of MTS Baharuddin Academic Year 2019/2020**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.


*Wassalam 'alaikumwr.wb.*

Advisor I



Dr. Fitriadi Lubis, M.Pd.  
NIP. 19620917 199203 1 002

Advisor II



Fitri Kayani Siregar, M.Hum.  
NIP. 19820731 200912 2 004



### DECLARATION LETTER OF WRITING OWN THESIS

The name who signed here:

Name : Yuni Indah Lestari Hutagaol  
Reg. Number : 16 203 00014  
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-1  
The title of the Thesis : **THE EFFECT OF REPETITION DRILL  
TOWARD SPEAKING MASTERY IN PAST  
ACTIVITIES SUB TOPIC AT GRADE VIII  
STUDENTS OF MTS BAHARUDDIN  
ACADEMIC YEAR 2019/2020**

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Padangsidempuan, Februari 2021  
Declaration Maker



  
**Yuni Indah Lestari Hutagaol**  
Reg. Number 16 203 00014



## AGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMY CIVITY

As academic cavity of the State Institute for Islamic Studies Padangsidempuan, the name who signed here:

Name : Yuni Indah Lestari Hutagaol  
Registration Number : 16 203 00014  
Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-1  
Kind : Thesis

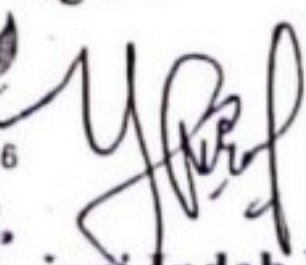
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Padangsidempuan, Februari 2021

Signed




  
Yuni Indah Lestari Hutagaol  
Reg. Num. 16 203 00014



**EXAMINERS**  
**SCHOLAR MUNAQOSYAH EXAMINATION**

Name : Yuni Indah Lestari Hutagaol  
Registration Number : 16 203 00014  
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-1  
The Tittle of Thesis : **The Effect of Repetition Drill Toward Speaking Mastery  
In Past Activities of MTS Baharuddin Academic Year  
2019/2020**


Chief,

  
Fitri Rayani Siregar, M.Hum.  
NIP. 19820731 200912 2 004


Secretary,

  
Shokira Linda Vinde Rambe, M. Pd  
NIP. 19851010 201903 2 007

Members,

  
Fitri Rayani Siregar, M.Hum.  
NIP. 19820731 200912 2 004

  
Shokira Linda Vinde Rambe, M. Pd  
NIP. 19851010 201903 2 007

  
Dr. Fitriadi Lubis, M. Pd  
NIP.19620917 199203 1 002

  
Sri Rahmadhani Siregar, M.Pd  
NIDN. 2006058602

Proposed:

Place : Padangsidempuan  
Date : April, 9<sup>th</sup> 2021  
Time : 14.00 WIB until finish  
Result/Mark : 83,75 (A)  
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**STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN**  
TARBIYAH AND TEACHER TRAINING FACULTY  
Alamat: Jl. H.T. Rizal Nurdin Km. 4,5 Telp. (0634) 22080 Sihitang 22733  
Padangsidempuan

---

### **LEGALIZATION**

Thesis : The Effect of Repetition Drill toward Speaking  
Mastery in Past Activities Sub Topic at Grade VIII  
Students of MTS Baharuddin Academic Year  
2019/2020

Written By : YUNI INDAH LESTARI HUTAGAOL

Reg. No : 16 203 00014

Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI

The Thesis had been accepted as a partial fulfillment of the Requirement  
for Graduate Degree of Education (S.Pd.)

Padangsidempuan, 23 Maret 2021  
Dean  
  
Dr. Lolya Hilda., M.Si.  
NIP. 19720920 200003 2 002





**Name** : Yuni Indah Lestari Hutagaol  
**Reg. Number** : 16 203 00014  
**Faculty** : Tarbiyah and Teacher Training  
**Department** : English Education (TBI-1)  
**Title of Thesis** : The Effect of Repetition Drill toward Speaking Mastery in Past Activities Sub Topic at Grade VIII Students of MTS Baharuddin Academic Year 2019/2020

### **ABSTRACT**

The researcher describes about low mastery of students speaking especially in past activities sub topic. It was solved by Repetition Drill. The problem of the students in speaking were; many students still can not retell their activity in past time because they unusual used English, the students also confused to differentiate the infinitive verb and the verb in past tense, they feel difficult to say English sentence correctly because the written and pronounce are different, and the last is the students are less confident in speaking English.

This research has three formulations of the problem, they are how the students' speaking mastery in past activity sub topic before using Repetition Drill is, how the students' speaking mastery in past activity sub topic after using Repetition Drill is, there is any significant effect of Repetition Drill toward speaking mastery in past activity sub topic or not. The purpose of this research are to know the students' speaking mastery in past activity before using Repetition Drill. To know the students' speaking mastery in past activity after using Repetition Drill. To examine there is or there is no significant effect of using Repetition Drill toward speaking mastery in past activity at grade VIII students of MTS Baharuddin.

The method that used in this research was experimental research. The sample was taken from two classrooms by using total sampling techniques, they were VIII-1 and VIII-2. Each class consist to 30 students. It was conducting normality and homogeneity test. The data was derived from pre-test and post-test. To analyze the data, this research used T-test formula.

After analyzing the data, the researcher found that the mean of experimental class in pre-test was 53.5 and in the post test was 65.1. The proof was 11.6. Then the mean score of control class in pre-test was 57.5 and in the post-test was 61.09. The proof was 3.59. The effect of Repetition Drill toward speaking mastery in past activities sub topic at grade VIII students of MTS Baharuddin academic year 2019/2020 was 2.18 where  $t_{\text{count}} > t_{\text{table}}$  ( $2.18 > 1.671$ ), it means that hypothesis  $H_a$  was accepted and  $H_0$  was rejected. So, it shows that there was a significant effect of Repetition Drill toward speaking mastery in past activities sub topic at grade VIII students of MTS Baharuddin.

**Key words** : *Repetition Drill, Speaking Mastery*



**Nama** : Yuni Indah Lestari Hutagaol  
**Nomor Induk Mahasiswa** : 16 203 00014  
**Fakultas** : Tarbiyah and Teacher Training  
**Jurusan** : Tadris Bahasa Inggris (TBI-1)  
**Judul Skripsi** : Pengaruh Latihan Pengulangan Terhadap Penguasaan Berbicara dalam Sub Topik Kegiatan Masa Lampau di Kelas VIII Siswa MTS Baharuddin Tahun Akademik 2019/2020

### **ABSTRAK**

Peneliti menjelaskan tentang rendahnya penguasaan berbicara siswa terutama pada sub topik kegiatan lampau. Itu diselesaikan dengan Repetition Drill. Masalah siswa dalam berbicara adalah; banyak siswa yang masih belum bisa menceritakan kembali aktivitasnya di masa lalu karena tidak biasa menggunakan bahasa Inggris, siswa juga bingung membedakan infinitive verb dan verb past tense, mereka merasa sulit mengucapkan kalimat bahasa Inggris dengan benar karena perbedaan tulisan dan pengucapannya, dan yang terakhir adalah siswa kurang percaya diri dalam berbicara bahasa Inggris.

Penelitian ini memiliki tiga formulasi masalah, yaitu bagaimana penguasaan berbicara siswa dalam sub topik kegiatan masa lalu sebelum menggunakan Latihan Pengulangan, bagaimana penguasaan berbicara siswa dalam sub topik kegiatan masa lalu setelah menggunakan Latihan Pengulangan, apakah ada efek signifikan dari Latihan Pengulangan terhadap penguasaan berbicara dalam sub topik kegiatan masa lalu. Tujuan penelitian ini adalah untuk mengetahui penguasaan berbicara siswa dalam kegiatan masa lalu sebelum menggunakan Repetition Drill. Untuk mengetahui penguasaan berbicara siswa dalam kegiatan masa lalu setelah menggunakan Latihan Pengulangan. Untuk memeriksa ada atau tidak ada efek yang signifikan dari penggunaan Repetition Drill terhadap penguasaan berbicara dalam kegiatan masa lalu pada siswa kelas VIII MTS Baharuddin.

Metode yang digunakan dalam penelitian ini adalah penelitian eksperimental. Sampel mengambil dua ruang kelas dengan menggunakan teknik total sampling. Ruang kelasnya adalah VIII-1 dan VIII-2. Setiap kelas terdiri atas 30 siswa. Dilakukan uji normalitas dan homogenitas. Data diperoleh dari pre-test dan post-test. Untuk menganalisis data, penelitian ini menggunakan rumus T-test.

Setelah menganalisa data, peneliti menemukan bahwa rata-rata kelas eksperimen pada pre-test adalah 53,5 dan pada post-test adalah 65,1. Buktinya adalah 11,6. Kemudian nilai rata-rata kelas kontrol pada pre-test adalah 57,5 dan pada post-test adalah 61,09. Buktinya 3,59. Pengaruh Repetition Drill terhadap penguasaan berbicara sub topik kegiatan lampau siswa kelas VIII MTS Baharuddin tahun ajaran 2019/2020 sebesar 2,18 dimana  $t_{count} > t_{table}$  ( $2,18 > 1,671$ ), artinya hipotesis  $H_a$  diterima dan  $H_0$  ditolak. Jadi, data tersebut menunjukkan adanya pengaruh yang signifikan dari Repetition Drill terhadap penguasaan berbicara sub topik kegiatan lampau siswa kelas VIII MTS Baharuddin.

**Kata kunci** : Latihan Pengulangan, Penguasaan Berbicara



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Padangsidimpuan, 24 March 2021

Researcher

**Yuni Indah Lestari Hutagaol**  
**Reg. No. 16 203 00014**



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## **CHAPTER I INTRODUCTION**

### **A. Background of The Problem**

Speaking is one of productive skills. Speaking is the ability to produce an information in oral. Speaking is the important ability that people must have in learn English language, with speaking people can share an idea, an opinion and add some information. Speaking is the language skills that the students need to be mastery.

There are some materials in teaching-learning speaking, such as invitation, talk about daily activities, talk about past activities, asking and giving an opinion, permission and information. Past activities is the material that include on syllabus of curriculum in junior high school. Past activities is the material that discussed in this research.

Past activities is the activities that occur in the past time. It could be finished in the past time and do not continuous in the present time. The tense that use in this material is simple past tense. It is a simple sentence which use to talk about event or action that happen at specific time in the past.

The essential of learn past activities is to know the specific time of the activities, the students can retell their activities or experience in past time, students also easy to understand how to use simple past tense. Learn past activity make students more active in conversation and tell about their activities, to report a news or something happen to them in the past time.



All sorts of efforts has done by the government to improve the quality of education such as increase the quality of the curriculum development. School also made an effort to raise the students ability, the school has been prepared equipment to support the students activities in study. The teacher has an important role in teaching-learning process. Teacher gives their knowledge and share some motivations to make students success in education. All of these exertions aims to increase the students' ability in mastering speaking.

Many students at grade VIII in MTS Baharuddin still can not speak in English. The students can not retell their stories in the past time. There are some problems that make most of students poor in speaking. The problems found in MTS Baharuddin during pre-research. The teacher of eighth grade of MTS Baharuddin said “most of the students are careless about the material, they also have lack of motivation to study. It is not only for English material but also for another material.”<sup>1</sup> The situation from the teacher statement shew when the teacher are explaining the material, some students chat with their friends and did not listen to the teacher.

Based on the observation and the interview with some students from the eighth grade in MTS Baharuddin have tell their problems in learning speaking. The problems that found from the students are; many students still can not retell their activities in past time because they unusual use English, the students also confuse to differentiate the invinitive verb and the verb in past tense, they feel difficult to say English sentence correctly because the written

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<sup>1</sup>English Teacher ”Private Interview., November 04<sup>th</sup> 2020 in MTS Baharuddin”.



and pronounce are different, and the last is the students are less confidence in speaking English.<sup>2</sup> There is a factor that also has influence to students' speaking, it is students society which use batakness as a mother tongue and daily language. The students seldom and almost never use English in their life.

From the speaking problems above, Fizani says “speaking can be developed by some factors such as: a jigsaw puzzle, games, role-play, using media to interest the students in study, give the motivations to the students, using new strategy or technique by the teacher, and teaching method.”<sup>3</sup> These factors can be as a problem solving to teacher and the students in order to increase the students' speaking but the researcher only focus on method as the problem solving in this research.

There are many methods to teach speaking, role play, direct method, drill technique, one of them is repetition. As the Direct method, the Repetition Drill represents a major step in language teaching methodology that was still aimed squarely at communicative competence. A teacher that can use the method well, will generally be able to create what appear to be very “productive” students.

Drill is a repetition of a piece of learning until one can recite or perform it without mistakes. Repetition drill is a part of Audiolingual method. Nelson Brooks in Jack and Richard's says, “The method claimed to have transformed language teaching from an art to a science, which would enable

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<sup>2</sup>Students “ Private Interview., November 04<sup>th</sup> 2020 in MTS Baharuddin”.

<sup>3</sup>Fizani Fadilah, “Teaching Speaking Skills Using Problem” (State Institute For Islamic Studies Salatiga, 2015), 2.



learners to achieve mastery of a foreign language effectively and efficiently,”<sup>4</sup> Woodsworth in Sojuangon’s states that language learning, as defined audiolingually involves the acquisition of skills in speaking and understanding speech.<sup>5</sup> These research give the evidence of the Repetition Drill suitable to teach speaking.

Repetition Drill involves to the teacher and the students. The students have to repeat the teacher sentences. The teacher give the sentences with repetition as a drill mode. The teacher encourage the students to memorize the sentences. The students work in group and memorize the sentences. The students perform their conversation with their group in front of the class.

Based on the explanation above, the researcher interest in doing an experiment that is related to the students’ acquisition especially teaching speaking using Repetition Drill, entitled **“The Effect of Repetition Drill toward Speaking Mastery in Past Activities Sub Topic at Grade VIII Students of MTS Baharuddin Academic Year 2019/2020”**.

## **B. Identification of The Problem**

Speaking is the ability to produce an information in oral. People can share and receive an information with speaking. Speaking is the important ability that people must be have in learn English language, with speaking people can share an idea, opinion, feeling and add some new information.

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<sup>4</sup> Jack C. Richards and Theodore S. Rodregrs, *Approaches Abd Methods in Language Teaching* (Sabon: Cambridge University Press, 1999), 48, <https://doi.org/10.1037/014836>.

<sup>5</sup> Sojuangon Rambe, “Audiolingual Method; Theory and Guidance for Classrom Practices,” *English Education* 1, no. 1 (2013): 64, <http://jurnal.iain-padangsidempuan.ac.id/index.php/EEJ/search/authors/view?firstName=Sojuangon&middleName=&lastName=Rambe&affiliation=&country=>.



There are some factors as a problem solving to solve the speaking problems, they are method, approach and strategy. Methods is the way in teach, approach explain the way of the teaching, and strategy usually requires some sort of plan. In this research, method selected as a problem solving. These are some kinds of method in language teaching, Direct Method, Grammar Translation Method, Total Physical Response, and Repetition Drill. Repetition Drill is the most suitable method to teach speaking. The focus of this method are speaking and listening. In this research, Repetition Drill use to see the effect toward students speaking mastery.

### **C. The Limitation of The Problem**

There are some factors as a problem solving to solve the speaking problems, they are method, approach and strategy. Method is the way in teach, approach explain the way of the teaching, and strategy usually requires some sort of plan. In this research, method selected as a problem solving. These are some kinds of method in language teaching, Direct Method, Grammar Translation Method, Total Physical Response, and Repetition Drill. Repetition Drill is the most suitable method to teach speaking. The focus of this method are speaking and listening. In this research, Repetition Drill used to see the effect toward students speaking mastery.

This research only focus on Repetition Drill as a problem solving to speaking problems. Repetition Drill is the most suitable method to teach speaking. The focus of this method are speaking and listening. The problem



that solved by with this method is the students difficulties in say English sentence correctly specially for past activities.

The reason of the research choose the Repetition Drill as the problem solving is to find out the effect of this method in increasing the students' speaking mastery. The goal of this method is to make students able to speak foreign language. The techniques of this method makes students easy to mastering speaking skill.

#### **D. Formulation of The Problem**

The formulation of the problem in this research are:

1. How is the students' speaking mastery in past activities sub topic before using Repetition Drill at grade VIII students of MTS Baharuddin Academic Year 2019/2020?
2. How is the students' speaking mastery in past activities sub topic after using Repetition Drill at grade VIII students of MTS Baharuddin Academic Year 2019/2020?
3. Is there any significant effect of Repetition Drill toward speaking mastery in past activities sub topic at grade VIII students of MTS Baharuddin Academic Year 2019/2020?

#### **E. Purposes of the Research**

The purpose of this research are:

1. To know the students' speaking mastery in past activities before using Repetition Drill at grade VIII students of MTS Baharuddin Academic Year 2019/2020.



2. To know the students' speaking mastery in past activities after using Repetition Drill at grade VIII students of MTS Baharuddin Academic Year 2019/2020.
3. To examine there is or there is no significant effect of using Repetition Drill toward speaking mastery in past activities at grade VIII students of MTS Baharuddin Academic Year 2019/2020.

#### **F. Significances of the Problem**

The purpose of this research are:

1. Headmaster, as the information to convince the English teacher in teaching especially for speaking.
2. English teacher, as the information to add references method in teaching and learning.
3. Researcher and as the information to do more related to the research.

#### **G. Outline of the Thesis**

The systematic of this research is divided into five chapters. Each chapter consist of some sub chapters with the detail as follows:

1. Chapter one, it is consist of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, purpose of the research, significance of the research and outline of the thesis.
2. Chapter two, it is consist of the theoretical description, which consist of sub chapters such as theoretical description of Repetition Drill and



theoretical description of Speaking. Then review of related findings, conceptual frame work and hypothesis.

3. Chapter three, it is consist of research methodology which consists of time and place of the research, research design, population and sample, definition of operational variable, instrument of the research, validity and reliability, procedures of data collection and the techniques of data analysis.
4. Chapter four, it is the result if the research. This chapter consist of description of data, hypothesis testing, discussion and the threats of research.
5. The last chapter, it is consist of conclusion about the research and suggestion that given to the students and the teacher by the researcher.



## **CHAPTER II LITERATURE REVIEW**

### **A. Theoretical Description**

In conducting a research, theories are needed to explain some concepts or terms applied in research concerned. The terms are as follows:

#### **1. Speaking Mastery**

##### **a. The Definition of Speaking**

Speaking is the way to express the ideas or opinion in oral form. According to Lado in Isnaini Mulyana's, "speaking is describe as an ability to converse or to express a sequence of ideas fluently."<sup>6</sup> Bailey state, "speaking consist of product systematic verbal utterances to convey meaning."<sup>7</sup> Zainuddin and friends define speaking as follows:

Speaking is the process of communication to express, inform and gives the idea, knowledge, feeling, thought, opinion and experiences by using sounds of articulations that can be learn through teaching and learning process.<sup>8</sup>

Speaking is the way of issued or expressing opinions, words that people want to express. Speaking is a productive skill which

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<sup>6</sup>Isnaini Mulyana, "The Implementation of Drill Technique in Teaching Speaking at SMA YP Unila Bandar Lampung" (University of Lampung, 2016), <https://doi.org/10.1017/CBO9781107415324.004>, access on 23<sup>th</sup> July 2020 at 20.23p.m

<sup>7</sup>Kathleen M. Bailey, "Practical English Language Teaching: Speaking," McGraw-Hill ESL/ELT 10, no. 4 (2005): 199, <https://doi.org/10.1021/acs.joc.6b00331>, access on 22<sup>th</sup> July 2020 at 22.30p.m

<sup>8</sup>Zainuddin Zainuddin, Sojuangon Rambe, and Maria Maria, "Improving Students' Speaking Ability Through Numbered Heads Together Strategy At Grade Xi Sma N 1 Batang Angkola," *English Education : English Journal for Teaching and Learning* 5, no. 1 (2017): 58, <https://doi.org/10.24952/ee.v5i1.1170>.



involves using speech to express meanings to other people. Speaking is a such human behavior that we do not stop to analyze it unless there is something noticeable about it.

Speaking is the process of building and sharing meaning through the use verbal and non-verbal symbols, in a variety of context. The skill is acquired by much repetition; it is primarily a neuromuscular and not an intellectual process. It consist of competence in sending and receiving messages .<sup>9</sup>

There is a specific definition for students Junior High School on Buku Guru Bahasa Inggris “When English Rings a Bell” by Siti and friends.

“Speaking is one of the students learning activity to make students able in communicate interpersonal, transactional, and functional about themselves, family, people, animal and object concrete, imaginative which are closest to the life and daily activities of the students at home, school and society.”<sup>10</sup>

Based on the explanation above, speaking makes students able to share their daily activities, talk about themselves or to invite their friends. Speaking is how the students give expression in oral which simple way. The students can talk about their activities either in present time or past time, tell about themselves or to invite their friends. Students able and enjoy when they speak.

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<sup>9</sup>Resha P. W, Mawardin M. Said, and Abdul Waris, “Developing Speaking Skill of Grade Viii Students Through Short Conversation,” English Language Teaching Society (ELTS) 3, no. 1 (2015): 2, <https://media.neliti.com/media/publications/244500-none-65dd45e8.pdf>, access on 12<sup>nd</sup> February 2021 at 16.44p.m

<sup>10</sup>Siti Wachidah and Asep Gunawan, Buku Guru Bahasa “Inggris When English Rings a Bell,” 1st ed. (Jakarta, 2014). p. 4.



## **b. The Purposes of Speaking**

Speaking is a part of language skills, every language skill has the purposes also speaking. When people are speaking, indeed there are some purposes such as express feeling or idea, share information, given an idea, retelling stories, complain about something, talk about our day or just making jokes.

Interaction usually happen when people do communication. Speaking is the important ability that people must be have in learn foreign language, in 2006 curriculum state,

The goal of speaking is with speaking students able to share their daily activity or past activity, make a short conversation with the closest environment such as introduce themselves, accost the elder people, asking for permission and forgiveness.<sup>11</sup>

Shaimaa states some purposes of speaking as follows:

- 1) Personal means that someone want to speak or express personal feelings, opinions, beliefs, and ideas.
- 2) Descriptive is describing someone or something, real or imagined.
- 3) Narrative is when people creating and telling stories or chronologically sequenced events.
- 4) Instructive. Giving instruction or providing directions designed produce an outcome.
- 5) Questioning. Asking questions to obtain information.
- 6) Comparative. Comparing two or more objects, people, ideas, or opinions to make judgments about them.
- 7) Imaginative. Expressing mental images of people, places or events and objects.
- 8) Predictive. Predicting possible future events.

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<sup>11</sup>Bambang Soehendro, Standar Isi Untuk Satuan Pendidikan Dasar Dan Menengah (Jakarta, 2006), p. 125.



- 9) Interpretative. Exploring meanings, creating hypothetical deductions and considering inferences.
- 10) Persuasive. Changing others' opinions, attitudes, point of view, or influencing the behavior of other in some way.
- 11) Explanatory. Explaining, clarifying and supporting ideas and opinions.
- 12) Informative. Sharing information with other.<sup>12</sup>

Based on the purposes above, there are some purposes that related to the Indonesia curriculum (K13). The purposes as follows:

- 1) Speaking makes students know a variety different ways in interrupting a conversation for the purpose asking and personal, describe someone or something, question and confirming explanation, changing topics or conversation.
- 2) Speaking makes students able to show attention in the form of appreciation and praise in conversation.
- 3) Speaking makes students able to clarify and confirming to change the conversation topics through listening and speaking.
- 4) Convey the fact about someone activities in the past time through writing or speaking.<sup>13</sup>

Based on the purposes above, speaking has some purposes such as asking and answer, and comparative the object and the purpose of speaking in this research is to make students required to be able to ask, explain an activity, re-tell a story or report something happen in the past time.

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<sup>12</sup>Shaimaa Abd EL Fattah Torky, "The Effectiveness of a Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students.," Online Submission, 2006, 1–254, [https://www.google.com/search?safe=strict&client=firefox-b-d&ei=C\\_D0XYSdFNbw9QPv9YSYAw&q=The+Effectiveness+of+a+TaskBased+Instruction+program+in+Developing+the+English+Language+Speaking+Skills+of+Secondary+Stage+Students+torky&oq=The+Effectiveness+of+a+T.](https://www.google.com/search?safe=strict&client=firefox-b-d&ei=C_D0XYSdFNbw9QPv9YSYAw&q=The+Effectiveness+of+a+TaskBased+Instruction+program+in+Developing+the+English+Language+Speaking+Skills+of+Secondary+Stage+Students+torky&oq=The+Effectiveness+of+a+T.), access on 23<sup>th</sup> July 2020 at 23.21p.m

<sup>13</sup>Kementrian Pendidikan dan Kebudayaan, Konsep Dan Implementasi Kurikulum 2013 (Jakarta,2014),<http://abbah.yolasite.com/resources/KURIKULUM%2520SMP%25202013%2520dan%2520Kompetensi%25%0A20Dasar%2520SMP.pdf.68.>, access on 30<sup>th</sup> July 2020 at 23.23p.m



### c. The Kinds of Speaking

There are some kinds of speaking skill, Brown states kinds of speaking as follows:

#### a. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human tape recorder” speech, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

#### b. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated, or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

#### c. Responsive

A good deal of student speech in the classroom is responsive: short replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic.

#### d. Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. Conversation for example: may have more of a negotiation nature to them than does responsive speech.

#### e. Interpersonal (dialogue)

Interpersonal dialogue carried out more the purpose of maintaining social relationship than for the transmission of facts and information. This conversation is little trickier for learners because they can involve some or all of the following factors: casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm and a covert “agenda”.

#### f. Extensive (monologue)

Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries or perhaps short speeches. Here the



register is more formal and deliberative. Then monologues can be planned or impromptu.<sup>14</sup>

Based on Nunan in Douglas Brown's state, that there are two kinds of spoken language as follows:

1) Monologue

Monologue is a spoken language where the speaker give a speech for a length of a time such as in speeches, lectures, readings, news broadcast or something like that, the listener need to process the information without take a place in the speech.

2) Dialogue

Dialogue is the process of take and give an information between speaker and listener. The listener can interrupt the speaker while the conversation.<sup>15</sup>

From those opinions, there are eight kinds of speaking that found from the expert. Extensive monologue use as a kind of speaking in this research. Extensive oral production tasks include speeches, oral presentation and short story.

#### **d. The Elements of Speaking**

Speaking is the part of language skill. Speaking also has some elements. According to Kurniati et al, "there are some elements of speaking, it is define into five as follows: pronunciation, vocabulary, comprehension, grammar, fluency."<sup>16</sup>

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<sup>14</sup>H. Douglas Brown, Teaching by Principles (Longman, 2000), p. 328.

<sup>15</sup>H. Douglas Brown, p. 303.

<sup>16</sup>Kurniati Azlina, Eliwarti, and Novitri, "A Study On The Speaking Ability Of The Second Year Students Of Smk Telkom Pekanbaru," Jurnal Online Mahasiswa Fakultas Keguruan Dan Ilmu Pendidikan Universitas Riau (JOM FKIP UNRI), 2015, p. 5-6, <https://media.neliti.com/media/publications/206186-none.pdf>, access on 22<sup>th</sup> July 2020 at 23.01p.m



### 1. Pronunciation

Pronunciation is refers to the way how we make the sound of words. Harmer in Jumasari's says "pronunciation is how to say word in which we made of sound, stress and intonation."<sup>17</sup> People pronunciation in influenced by some aspects as the place where we live, our mother language or education.

### 2. Vocabulary

Vocabulary is the most important when we learn about foreign language. Harmer in Jumasari's says, "the essential element to learn before practicing speaking is vocabulary."<sup>18</sup> Specially in speaking, when we have opinion in our mind but we do not know how to say it in the word, we need to be mastery in vocabulary as a basic to study about language.

### 3. Comprehension

Longman in Siti and friends' says, "understand everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred."<sup>19</sup> When there is communication between people and the listener can understand, answer or express well and correctly, it shows comprehend in their communication

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<sup>17</sup>Jumasari, "The Implementation of Audiolingual Method to Improve Students' Speaking Skill (A Classroom Action Research o the First Year Students Os SMP 26 Makassar)," p. 8.

<sup>18</sup>Jumasari, p. 8.

<sup>19</sup>Siti Surinah Harahap, Rivi Antoni, and Umami Rasyidah, "An Analysis on Students' Spoeaking Skill at Second Grade SMP 8 Rambah Hilir" (University of Pasir Pengaraian, 2015), 3, <https://doi.org/10.1017/CBO9781107415324.004>.



#### 4. Grammar

Warrier in Siti and friends' says, "believes that communication in speaking runs smoothly if its grammar can be understood."<sup>20</sup> Grammar has effect to students confident in speaking, sometime students want to speak but afraid about their grammar will be wrong while speaking. So, they choose to still silent and safe their opinion because they lack in grammar.

#### 5. Fluency

Harmer in Jumasari's says, "Fluency refers to how well a learner communicate meaning rather than how many mistakes that they make in grammar, pronunciation, and vocabulary."<sup>21</sup> Fluency is the ability to speak a foreign language easily and accurately.

From these elements, this research intend to improve the students fluency and pronounce the students in speaking. Fluency make the students more confident to speak in English. Fluency also treat the students to understand the comprehension when they speak in English. Fluency has many effect to the another element.

#### e. The Learning Materials

There are some speaking materials in When English Ring Bells VIII Students book, in When I was Child sub topic. The materials such as personal invitation, asking and answering and re-tell the activities.

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<sup>20</sup>Harahap, Antoni, and Rasyidah, 2.

<sup>21</sup>Jumasari, p. 10.



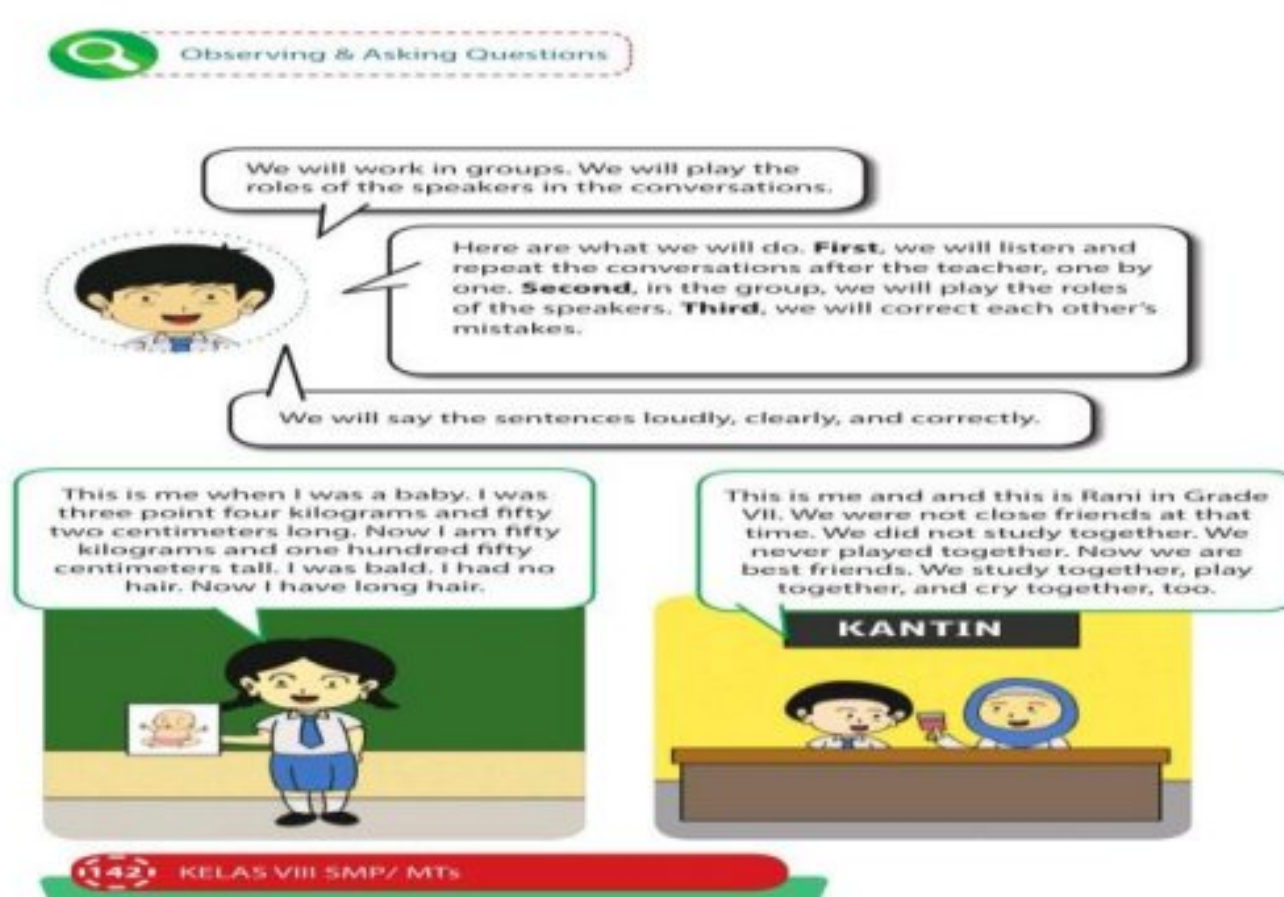
The topics in second semester are My uncle is a zookeeper, What are you doing, Bigger is not always better, When I was child, Yes, we made it, Don't forget it, please and We got a lot of histories. The aims of this material are to explain and ask about state and event that happen in the past time.

This research only focus on When I was child topic.

- 1) Telling about past activities to compering state and event in the past and in the present.
- 2) To compare the state and the event in the past and in the present.
- 3) To explain the history about something.
- 4) To compare the situation between the past time and the present.
- 5) To compare the causes.<sup>22</sup>

In this research, the material only focus on telling about past activities to compering state and event in the past and in the present.

Here the material consist to When English Rings a Bell book.



Here the material consist to When English Rings a Bell book:

<sup>22</sup>Wachidah and Gunawan, Buku Guru Bahasa "Inggris When English Rings a Bell." p. 142.





Observing & Asking Questions

Day 1

When I **was** a baby, when I **could not do** anything, my parents and my elder brother **took** care of me. My brother is five years older than me. I **didn't sleep** with my mum. I **slept** in a baby cot in my parents bedroom. My brother **slept** in his own room. My mum **breastfed** me for two years.

Day 2

When I **cried**, they **calmed** me down. When I **was** afraid of something, they **comforted** me. My dad often **carried** me around in the morning sun. When I **got** older, they **spoonfed** me. I **played** with my brother. I **was** naughty, but he never **got** angry with me. He **was** very patient with me.

Day 3

I **started** my kindergarten when I **was** five years old. I **did** my kindergarten for two years, one year in Kindy A and one year in Kindy B. My kindy **was** near my home. I **walked** to my kindy with my mum or my brother. Sometimes I **went** with my dad on his motorcycle.

Day 4

In the classroom, my teacher **read** us stories. We **sang** happy songs, we **coloured** pictures, and we **played** with dough and colorful paper. In the playground, we **played** sliding, we **ran** around, and we also **played** hide-and-seek.

The exercises of the telling about past activities :



Communicating

We will work in groups. We will write five statements about activities we and other people around us did or experienced and when they happened.



Here are what we will do. **First**, we will study the example carefully. **Second**, we will copy the example to our notebook. **Then**, in groups every one of us will handwrite five statements about activities we and other people around us did or experienced and when they happened.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. If we have any problems, we will go to our teacher for help.

- 1. I got this scar on my cheek last week.
- 2. My sister did not go to the festival last Monday.
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_



## 2. Repetition Drill

### a. The Definition of Repetition Drill

Repetition drill is a part of Audiolingual Method. Repetition drill is the process of the decline of the word with intact repetition or partly of the sentence or phrase. Akinpelu in Umar Mohammed Kani and friend say drill is a method which is often used in the traditional teaching method to get pupils to learn the first rudiments of a subject.<sup>23</sup> According to Doff in Tukir's, "Repetition drills are useful for familiarizing students quickly with a specific structure or formulaic expression."<sup>24</sup> Nunan in Sojuangon states that priority is given to spoken rather than written language.<sup>25</sup> Repetition drill is the students are asked to repeat the teacher's model accurately and as quickly as possible.

Jack C. Richard states, "Repetition is when the students repeat an utterance aloud as soon as he has heard it."<sup>26</sup> Isnaini Mulyana says, "Repetition drill is used to teach the lines of conversation or dialogues.

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<sup>23</sup>Umar M. Kani and Tata U. Sa'ad, "Drill as a Process of Education," *European Journal of Business and Management* 7, no. 21 (2015): 175.

<sup>24</sup>Tukir Wianto and Fachruddin Latif, "The Comparisson of Speaking Ability Using Pair Discussion of Cooperative Learning and Repetition Drill of Audiolingual Method at Different Self-Confidences Students of SMAN 1 Rumbia Academic Year 2012/2013," ISSN 2, no. 1 (2013): 19.

<sup>25</sup>Sojuangon Rambe, "Audiolingual Method; Theory and Guidance for Classrom Practices," *English Education* 1, no. 1 (2013): 54–77, <http://jurnal.iain-padangsidimpuan.ac.id/index.php/EEJ/search/authors/view?firstName=Sojuangon&middleName=&lastName=Ramb e&affiliation=&country=>.

<sup>26</sup>Jack C. Richards and Theodore S. Rodregrs, *Approaches Abd Methods in Language Teaching* (Sabon: Cambridge University Press, 1999), p. 54, <https://doi.org/10.1037/014836>. Access on 13<sup>th</sup> July 2020 at 23.54p.m



In which, the students only repeat what the teacher says.”<sup>27</sup> Tice in Eni et al, say “In a repetition drill, the teacher says the model (words or phrases) and the students repeat it.”<sup>28</sup> In repetition drill, students only repeat what the teacher said without transformation form.

In addition, repetition drill is the way of teaching that focus on repeat sentence or phrase directly. Repetition drill helps the students to develop the English skill and be able in communication.

#### **b. The Aims of Repetition Drill**

Repetition drill aims to make students able to speak in English and familiar with English language. According to Eni Kartikasari, “Repetition drill enable the students to be aware of the relationship among form, meaning, the use of language and helps the students to memorize the words phrases.”<sup>29</sup> Based on the text above, repetition helps the students in speaking which easy way. The Repetition Drill also helps students gain confidence and can be used to call students’ attention to features such as connected speech and sentence stress.

#### **c. The Procedures of Repetition Drill**

The procedures in teaching speaking through drill techniques is by presenting the target language dialogue which involves listening and speaking. According to Huebener in Isnaini Mulyana's research

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<sup>27</sup>Mulyana, “The Implementation of Drill Technique in Teaching Speaking at SMA YP Unila Bandar Lampung.”

<sup>28</sup>Eni Kartikasari, Zainal Arifin, and Urai Salam, “Improving Students’ Speaking Ability Through Repetition Drill” (Pontianak, 2014), p. 5, <https://doi.org/10.22460/project.v3i1.p26-35>. Access on 18<sup>th</sup> August 2020 at 00.12a.m

<sup>29</sup>Kartikasari, Arifin, and Salam, “Improving Students’ Speaking Ability Through Repetition Drill.”



state, there are some steps of a procedure in teaching speaking as follows:

- 1) The language teacher gives a brief summary of the content of the dialogue. The dialogue is not translate but equivalent translation key phrase should be given in order for the language learners to comprehend the dialogue.
- 2) The language learners listen attentively while the teacher reads or recites the dialogue at normal speed several times. Gestures and facial expression or dramatized actions should accompany the presentation.
- 3) Repetition of each line by the language learners in chorus is the next step. Each sentence may be repeated a half dozens of times, depending on its length and on the alertness of the language learners. If the teacher detects an error, the offering learner is corrected and is asked to repeat the sentence. If many learners make the same errors, chorus repetition and drill will be necessary.
- 4) Repetition is continued with groups decreasing in size, that is, first the two halves of the class, the think, and then single rows or smaller groups. Groups can assume the speaker' roles.
- 5) Pairs of individual learners now go to the front of the classroom to act out the dialogue. By this time they should have memorized the text.<sup>30</sup>

Another procedures comes from Tukir Wianto and Fachruddin

Latif, the procedures as follows:

- 1) Give the explanation about the example and the material.
- 2) Give the example conversation of the material.
- 3) Give modeling about how to pronounce the words or sentence.
- 4) Ask the students to repeat quickly.
- 5) Ask the students to practice by repeating the sentence.<sup>31</sup>

This research apply the procedures from Tukir Wianto and

Fachruddin Latif because the drill method clearly suitable with

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<sup>30</sup>Mulyana, "The Implementation of Drill Technique in Teaching Speaking at SMA YP Unila Bandar Lampung," p. 28.

<sup>31</sup>Wianto and Latif, "The Comparisson of Speaking Ability Using Pair Discussion of Cooperative Learning and Repetition Drill of Audiolingual Method at Different Self-Confidences Students of SMAN 1 Rumbia Academic Year 2012/2013," p. 19.



students situation as mentioned in the background and students easy to understand the teacher explanation.

#### **d. The Advantages and Disadvantages of Repetition Drill**

Every method has advantages and disadvantages in use. These are some advantages and disadvantages of Repetition Drill.

##### **1) Advantages.**

Here some advantages of Repetition Drill that the researcher found in Asnanudin research:

- I. Repetition drill help our learners memories language by the teacher's control. The teacher can correct any mistakes that the students make and encourage them to concrete on difficulties at the sometimes.
- J. Repetition drill helps the students to be confidence because they memorized what they want to say.<sup>32</sup>

##### **2) Disadvantages:**

The Repetition Drill also has some disadvantages, Irwanah states that the method still has certain disadvantages to be considered, these are the disadvantages:

- a) The teacher just read the dialog and the students repeat it. It causes the clever students are bored to learn.
- b) This method lead the clever students be passive learners, because most of activities in the classroom is done by teacher and they might be know about the lesson.<sup>33</sup>

From the description above, its conclude that the Repetition Drill has some advantages that help the teacher to teaching speaking.

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<sup>32</sup>Asnanudin, "The Influence of Using Repetition Drill Toward Student Speaking Performance at Eighth Grades of SMP MMT(Makarti Mukti Tama) Kebun Dalam Mesuji" (State Islamic Institute for Islamic Studies of Metro, 2018), <http://repository.metrouniv.ac.id/id/eprint/2525/1/THESIS.pdf>.

<sup>33</sup>Jumasari, p. 16.



The disadvantages of this method may has not big effect to reduce the method.

### **3. Teaching Speaking through The Repetition Drill**

Based on syllabus in K13 feom students textbook at Grade VIII, when I was child is the material that students learn to speak about their past activities, teaching speaking consist of pre-teaching, while-teaching, and post-teaching.

Aditya Prabowo says,

“The pre-teaching contains the opening, greeting, praying, warming up process, giving motivation and reviewing the materials. The while-teaching contains the teaching and practicing process. The post-teaching contains the evaluating and closing.”<sup>34</sup>

Teaching speaking through The Repetition Drill has an exact procedure in teaching language materials. This is the procedure that will be used for teaching the language by using the technique based on the assumption about language learning in the Repetition Drill. This is clear enough to be the reason of constructing the concept of the lesson plan as follow:

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<sup>34</sup>Aditya Prabowo, “A Case Study: The Process of English Teaching Writing for Students with Special Needs at Harmony Junior High School of Surakarta” (Universitas Muhammadiyah Surakarta, 2018), <https://doi.org/10.1056/nejmoa1407279>., access on 28<sup>th</sup> August 2020 at. 03.40p.m



**Table 1**  
**Teaching Speaking by Using Repetition Drill**

Teacher	Procedures	Students
<b>A. Pre-Teaching</b>		
1. Teacher open the class by greeting and prepare the students to pray before learn.		1. Students listen to the teacher. 2. Students answer the teacher's greeting and pray before learn.
1. Teacher check the students attendance list.		1. Students listen to the teacher. 2. Students state the attendance by saying present.
1. Students ask the students about the last material and relate it with the new material.		1. Students answer the students questions and say the last material.
1. Teacher tell about the new material.		1. Students listen carefully to the teacher. 2. Students add some notes from the teacher.
<b>Teaching</b>		
1. Teacher give the explanation about the material and ask the students understanding about the material.	1. Explain the material.	1. Students listen to the teacher question. 2. Ask the material that they do not understand yet.
1. Teacher explain the material and give the example conversation and monologue about the material.	2. Give the example conversation and monologue of the material.	1. Students pay attention to the teacher explanation.
1. Teacher play the audio.	3. Give modeling of the pronunciation.	1. Students listen carefully to the audio. 2. Students repeat the words or phrase after the audio using



- |   |  |  |
|---|--|--|
| 1. Teacher stop the audio in a line and ask the students to repeat the words or phrase. | 4. Ask the students to repeat quickly. | repetition drill.  |
| 1. Teacher ask the students to practice by repeating sentence.                          | 5. Ask the students to practice.       | 1. Students repeat the audio in a line quickly.                          |
|   |  | 2. A students read the dialogue and other students repeat it.            |
|   |  | 1. Students make the monologue about themselves consist to the material. |
|   |  | 2. Students memorize the monologue through the repetition drill.         |
|   |  | 3. Students practice the monologue through Repetition Drill.             |
|   |  | 4. Students practice with their friend.                                  |
|   |  | 5. Students perform the monologue in front of the classroom.             |

#### teaching

- |   |               |   |
|---|---------------|---|
| 1. Teacher ask the students about their understanding about the material. | 1. Feedback   | 1. Students answer the teacher's question and tell their problem. |
| 1. Teacher conclude the material.   | 2. Concluding | 1. Listen to the teacher.   |
| 1. Teacher close the teaching-learning activity.                          |               | H. Students give the greeting to the teacher.                     |

#### 4. The Conventional Method

Conventional is one of a method of speech.. Conventional method is a traditional method where the teacher as the centered, the most activities in the classroom is doing by the teacher. According to Djamarah



in Wahyuniati, the method of speaking is a traditional one because it has long been used as an oral communication between teacher and learner in the learning and teaching process. The traditional model's learning is marked by talks accompanied by explanations, as well as the distribution of duty and practice.

The teacher of Mts Baharuddin still uses the conventional method in teaching-learning process, in can see on the following text:

- a. The teacher asks the students to open the textbook.
- b. The teacher reads the instrument about the material in the textbook.
- c. The teacher explains about the material.
- d. The teacher gives some examples about the material and asks the students understanding about the material and the example.
- e. The teacher gives the task about the material to the students.<sup>35</sup>

The conventional also has some advantages and disadvantages.

- a. Here some advantages. Here overuse of the conventional method:
  1. Teachers easily master class.
  2. The material is easy to organize.
  3. The conventional method could be followed by a large number of students.
  4. The conventional method is easy to prepare and carry it out.
  5. The teachers easily teach lessons well.<sup>36</sup>
- b. The conventional method also has some disadvantages. The disadvantages of conventional method as follows:
  1. The conventional method makes the students feel boring when used at all times and too long.
  2. The teacher is difficult to conclude that students understand and are interested in learning-teaching process.
  3. The conventional method makes the students to be passive.<sup>37</sup>

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<sup>35</sup>English Teacher, "Private Interview., November 04<sup>th</sup> 2020 in Mts Baharuddin," n.d.

<sup>36</sup>Wahyuniati, "Keefektifan Model Kontekstual Untuk Meningkatkan Keterampilan Menulis Narasi" (Universitas Muhammadiyah Purwokerto, 2013), <https://doi.org/10.1210/jcem.76.6.8501142>.



From the description above, it is conclude that the conventional method has some advantages that help the teacher to teaching speaking. The disadvantages of this method have not big effect to reduce the method.

## **B. Review of Related Finding**

There are some review research that related to this research. The first is Lutfi 'Alawiyah, the result of the research The implementation of using "repetition drill" technique can improve the students speaking skill in teaching learning process. It can be proved by the score of pre -test and post-test. The score of post -test are greater than pre-test. The cycle I shows that the score of pre-test is 65, 88 and the score of post-test is 70, 30. Meanwhile, the cycle II shows that the score of pre-test is 70, 27 and the score of post-test is 78, 25. It means that there is significant difference mean between pre-test and post-test. This indicates that "repetition drill" technique can improve the students speaking skill of the eighth year students of MTs N Salatiga in the academic year 2016/2017.<sup>38</sup>

The second is Isnaini Mulyana. It is concluded that the first grade students were engaged 79,02% very actively in speaking class, 10,96% actively in speaking class, 9,02% less actively in speaking class, and 0,96%

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<sup>37</sup> Wahyuniati.

<sup>38</sup> Lutfi 'Alawiyah, "The Use of Repetition Drill to Improve Speaking Skill on Descriptive Text of the Eighth Year Students of MTs N Salatiga in the Academic Year 2016/2017" (Institut Agama Islam Negeri Salatiga, 2017), 71, <https://doi.org/10.1002/ejsp.2570>., access on 25<sup>th</sup> August 2020 at 01.23a.m



passively in speaking class. The majority of students were engaged very actively (79,02%) in all stages in the teaching learning through drill technique.<sup>39</sup>

The third is Irwanah Jumasari in her research Jumasari, showed that Audolingual Method through use of drilling words activities in the first cycle proved improve the students' speaking ability in producing imperative sentence from average 2.2 at the pre-test to average 3.8 at the post-test in the first cycle. In the second cycle the average 3.8 at the pre-test to average 4.4 at the post-test in the second cycle. It is proved from the result of the test increasing in every cycle and also the students' enthusiasm in learning process.<sup>40</sup>

The last is Erdila, the result of her research showed that the improvement of the students' scores from the pre-test the mean was 56.39 and the first cycle the mean was improve 61.71, the second cycle showed that the mean was 71.79. it means the Repetition Drill can improve students' speaking achievement.<sup>41</sup>

These previous research use some kinds of drill as repetition, transformation, restatement, rejoinder and transposition. This research use

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<sup>39</sup>Mulyana, "The Implementation of Drill Technique in Teaching Speaking at SMA YP Unila Bandar Lampung," 71. access on 23<sup>th</sup> July 2020 at 20.23p.m

<sup>40</sup> Jumasari, "The Implementation of Audiolingual Method to Improve Students' Speaking Skill (A Classroom Action Research o the First Year Students Os SMP 26 Makassar)," 44., access on 25<sup>th</sup> July 2020 at 20.23p.m

<sup>41</sup>Erdila, "The Use of Audio Lingual Method to Improve Students' Speaking Achievement in Vocational School" (Institut Agama Islam Negeri Bengkulu, 2019), [https://scholar.google.co.id/scholar?hl=id&as\\_sdt=0%2C5&q=audiolingual+method&oq=audiolingual+m.](https://scholar.google.co.id/scholar?hl=id&as_sdt=0%2C5&q=audiolingual+method&oq=audiolingual+m.), access on 21<sup>th</sup> August 2020 at 02.23a.m



repetition as the technique to teach the students. The previous research and this research has different technique in use to teach speaking.

In summary, from the explanation above the researcher conclude that Repetition Drill can improve students speaking. The researcher hopes that Repetition Drill also has significant effect to the students and this research will complete and contribute previous finding. Moreover, the researcher want to do research about “The Effect of Repetition Drill toward Speaking Mastery in Past Activities at Grade VIII Students of MTS Bahadruddin Academic Year 2019/2020.

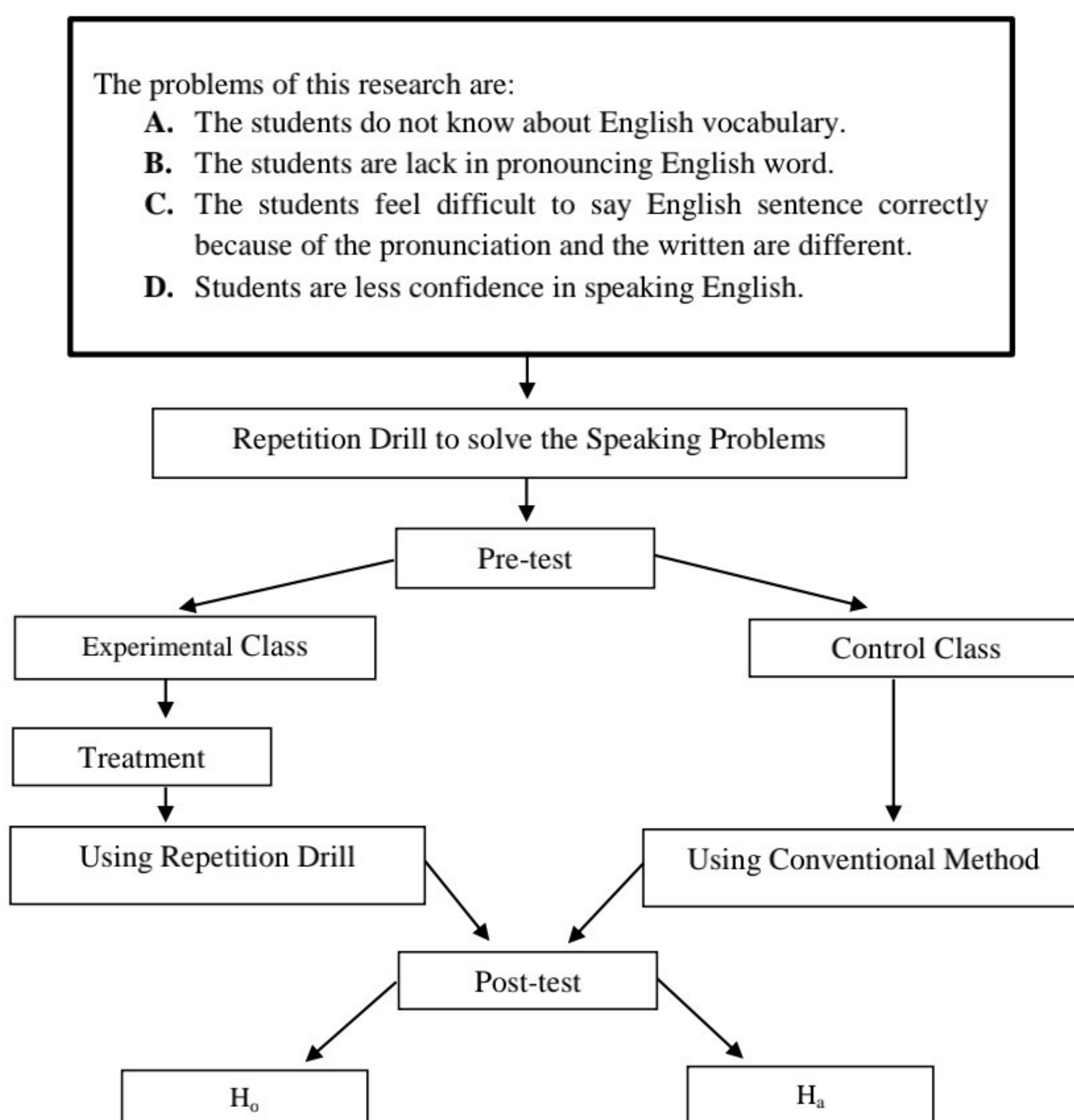
### **C. Conceptual Framework**

Many students can not retell their activities in past activities because they unusual use English, the students also confuse to differentiate the infinitive verb and the verb in past tense, they feel difficult to say English sentence correctly because the written and pronounce are different, and the last is the students are less confidence in speaking English. There is a factor that also has influence to students' speaking, it is students society which use batakness as a mother tongue and daily language. The students seldom use English in their life.

The concept of Repetition Drill is to make students easier on mastering speaking. To know the effect of this method, there are two classes used as the sample of collecting data for this research. The classes are pre-test and post-test.



The first step is pre-test, it give to the students to find the students ability before the treatment. After that, Repetition Drill use to teach the experimental class and the teacher techniques use to teach the control class. Repetition Drill is one of method that can help the students to be easy in teaching speaking. The last, the post-test to find out the effect of Repetition Drill toward speaking mastery in past activity at grade VIII students of MTS Bahadruddin Academic Year 2019/2020.



Picture 1: The picture about the process of Repetition Drill.



#### **D. Hypothesis**

The hypothesis useful as the expectation for the research. The hypothesis of this research such as:

1. There is significant effect of using the effect of Repetition Drill toward speaking mastery in past activity at grade VIII students of MTS Bahadruddin Academic Year 2019/2020.(Ha)
2. There is no significant effect of Repetition Drill toward speaking mastery in past activity at grade VIII students of MTS Bahadruddin Academic Year 2019/2020 (Ho)



### CHAPTER III

#### RESEARCH METHODOLOGY

##### A. Place and Time of Research

The location of this research is in MTS Baharuddin. The location is in Jl. Mandailing Km 17, Kec. Batang Angkola, Tapanuli Selatan, North Sumatera. The location is  $\pm 18$  km from Padangsidempuan center to the south. The process of the research is from September 2019 until February 2021.

##### B. Research Design

The type of this research is quantitative in experimental form. This research manipulated the independent variable and observe the effect in the dependent variable. The experimental research also used to know the difference between two groups or more. In this research, there are two classes as a sample of research. The first class taught with Repetition Drill as an experimental class, and the second class as the class control taught by teacher techniques. To know the basic condition of those classes, this research used true experimental design with Pre-test and Post-test used to know the significant effect of the treatment to the experimental class. The research designed for pre-test and post-test control group design by using one treatment can be seen below:

**Table 2**  
**Pretest-Posttest Research Design**

E	O <sub>1</sub>	X	O <sub>2</sub>
P	O <sub>1</sub>	-	O <sub>2</sub>

Where: E = Symbol for experimental class  
P = Symbol for control class  
X = Symbol for treatment<sup>42</sup>

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<sup>42</sup>Suharsimi Arikunto, *Manajemen Penelitian* (Jakarta: Rineka Cipta, 2003).



This model showed the experimental class and the control class were given pre-test ( $O_1$ ). Then, the treatment (X) was given to the experimental class and the control class was not given the treatment. The last, both of classrooms were given post-test ( $O_2$ ).

### C. Population and Sample

#### 1. Population

Population is the entire object that becomes the target of the research. The population of this research is all of the students at grade VIII of MTS Baharuddin. The population consisted 2 classrooms with 60 students. The both of class is consisted to 30 students per classroom. The English teacher of MTS Baharuddin said “the students are not grouped through placement test.”<sup>43</sup> It means the population is a homogeneous population because the population were at the same grade and have same lesson. It can be seen on the following table:

**Table 3**  
**The population of the grade VIII**

No	Class	Students
1	VIII-1	30 students
2	VIII-2	30 students
	Total Population	60 students

#### 2. Sample

Sample is the part of the population that chosen as the object of the research. Sample is the collection of smaller data that chosen from the population by using technique sampling. This research use total sampling to take the sample of the research. The total sampling is the technique to

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<sup>43</sup>The English Teacher of MTs Baharuddin, Private Interview on November 04<sup>th</sup> 2020.



take the sample where the amount sample is same with the amount of the population. The simple random sampling technique used because the sample of the research is a homogeneous, the sample are not grouped through placement test, the sample at the same grade and have same lesson . The classroom that became the sample of the research are VIII-1 and VIII-2, the classroom VIII-1 as the experimental classroom which 30 students and VIII-2 as the control classroom which 30 students.

**Table 4**

**Sample of the research**

Experimental Classroom (VIII-1)	students
Control Classroom (VIII-2)	students
Total	students

#### **D. Definition of Operational Variables**

To avoid misunderstanding, this research is consisted of two variables, the key terms of the research are defined as follows:

**1. Repetition Drill (Variable X)**

Repetition drill is the way of teaching that focuses on repeat sentence or phrase directly and makes students practice and memorize the words automatically.

**2. Speaking Mastery (Variable Y)**

Speaking is the ability of the students to express their past activities, talk about themselves or to invite their friends in oral.



## E. Instrument of Research

Instrument is a tool that use to collect the data of the research. This research use two kinds of instrument to collect the data. The instrument that had been used in this research is speaking test. There are some testing speaking, like: verbal essay, oral presentation, interview, interaction tasks, conversation, discussion, reading aloud and so on. To make this research more effectively, so the researcher chosed oral presentation as the test instrument in this research, because it is suitable with monologue practice technique. Test is a method of measuring a person's ability, knowledge, or performance in a given domain.

Oral test is a form of assessment that calls on students to use the spoken word to express their knowledge and understanding of a topic. Nurgiyantoro in Moh . Tahir and friends' says, "oral test is the kind of test that have purposes to know and to measure the students' speaking mastery that covering fluency, stress of word, facial expression and so on."<sup>44</sup> Oral test do with face-to-face interactions with verbal response.

To know the students' speaking skill, there are some criterions that students must be considered. Kurniati et al says "There are some elements of speaking, it is define into five as follows, comprehension, grammar, pronunciation, fluency and vocabulary." In this research, the indicators only focus on some indicators that consist to the purposes and definition of

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<sup>44</sup>Moh. Tahir dan Yunidar Nur Roslawa, "Penerapan Metode Audiolingual Dalam Meningkatkan Kemampuan Berbicara Siswa Kelas V SDN 7 SINDUE Tobata," *Bahasantodea* 5, no. 4 (n.d.): p. 90.



speaking itself in junior high school. Based on the teacher's book in 13<sup>th</sup> curriculum, the indicators of speaking can be seen on the following table:

**Table 5**  
**Indicators of Speaking Test**

Aspects	Criteria	Score
Pronunciation	• Almost perfect	5
	• There are some mistakes but do not interfere the meaning	4
	• There are some mistakes and interfere the meaning	3
	• Many mistakes and interfere the meaning	2
	• Too much mistakes and interfere the meaning	1
Intonation	• Almost perfect	5
	• There are some mistakes but do not interfere the meaning	4
	• There are some mistakes and interfere the meaning	3
	• Many mistakes and interfere the meaning	2
	• Too much mistakes and interfere the meaning	1
Fluency	• Almost perfect	5
	• There are some mistakes but do not interfere the meaning	4
	• There are some mistakes and interfere the meaning	3
	• Many mistakes and interfere the meaning	2
	• Too much mistakes and interfere the meaning	1
Accuracy	• Almost perfect	5
	• There are some mistakes but do not interfere the meaning	4
	• There are some mistakes and interfere the meaning	3
	• Many mistakes and interfere the meaning	2
	• Too much mistakes and interfere the meaning	1

Score 20x5 = 100

(Adapted: Siti Wachidah et al., *Buku Guru Inggris "When English Rings a Bell"*)

## **F. Validity and Reliability**

### **1. Validity**

This research used construct validity to decide the instrument of the research. Construct validity used to measure how far the test measured



what is claimed, or intended to be measured. The test was taken from the text book, so this construct validity suitable to the instrument. To make it sure that the test was valid, the test was validated by checking by the English teacher of MTS Baharuddin.

## **2. Reliability**

Reliability also needed to create the good test because a test must be reliable to measuring the instrument. The instrument can be said reliable when the instrument believable to use as an instrument because the instrument is good to collecting the data.

## **G. Procedures of Data Collection**

The researcher used test to collect the data. In give the test, it is divide into two kinds: pretest and post-test.

### **1. Pre-test**

Pre-test is a test that given to the students before doing the treatment. It is doing to know the students ability in experimental and control class before doing the treatment. It is also used to find out the homogeneity level of the sample.

### **2. Treatment**

In this research, after doing the pre-test, the experimental class and the control class gave the same material. Treatment to the students in experimental class by used Repetition Drill and the students in control class by conventional method.



### 3. Post-test

Post-test is conducted after treatment. Post-test used to know the progress of speaking ability in past activity sub topic after use Repetition Drill. This test use to know the differences between the experimental class and the control class.

## H. Techniques of Data Analysis

The techniques of data collection in this research is test technique. The test techniques used to know the students' speaking skill of the students in VIII (experimental class and the control class) at MTS Baharuddin academic year 2019/2020. The Experimental research design is being done through experimental class and control class. After experimental process, two of classes are tested with using technique of data analysis.

### 1. Requirement Test

#### a. Normality Test

Normality test is used to know whether the data of research is normal or not. To know normality test, the researcher uses *Chi-Square* formula. The formula is:

$$x^2 = \sum \left( \frac{f_o - f_h}{f_h} \right)$$

Where:

$x^2$  = Value of Chi- Square

$f_o$  = Observed Frequency

$f_h$  = Expected Frequency<sup>45</sup>

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<sup>45</sup>Ahmad Nizar Ranguti, *Statistik Untuk Penelitian Pendidikan* (Medan: Kelompok Penerbit Perdana Mulya Sarana, 2015).



To calculate the result of *Chi-Square*, it use significant level 5% (0,05) and degree of freedom is (dk=k1). If result, the data is distributed normal.

#### **b. Homogeneity test**

The test is used to know whether both experimental class, have the same variant or not. If both classes are same, it can be called homogenous. To find the homogeneity, the researcher used *Harley test*.

The formula is:

$$F = \frac{\text{The biggest variant}}{\text{The smallest variant}}$$

Hypotheses is accepted if  $F_{(count)} \leq F_{(table)}$

Hypotheses is rejected if  $F_{(count)} \geq F_{(table)}$  <sup>46</sup>

Hypothesis is rejected if  $F \leq F(n_1, 1) (1 = n_2 - 1)$ , while if  $F_{count} > F_{table}$  hypothesis is accepted. It determined with significant level 5% (0.05) and dk numerator is  $(n_1 - 1)$ , while a dk denominator is  $(n_2 - 1)$ .

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<sup>46</sup>Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung: Alfabeta, 2010), 197.



## 2. Hypothesis Test

The techniques of the data analysis that used in this research is Independent T-test formula. The hypothesis test start as: there is a significant effect of Repetition Drill toward speaking mastery in past activities sub topic and there is no significant effect of Repetition Drill toward speaking mastery in past activities sub topic of students. The formula that the researcher used as follow:

$$t = \frac{X_1 - X_2}{\sqrt{\left( \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \right) \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Where:

- t : the value which the statistical significant
- $X_1$  : the average score of the experimental class
- $X_2$  : the average score of the control class
- $s_1^2$  : deviation standard of the experimental class
- $s_2^2$  : deviation standard of the control class
- $n_1$  : number of experimental class
- $n_2$  : number of control class<sup>47</sup>

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<sup>47</sup>Sugiyono, 197.



## **CHAPTER IV**

### **THE RESULT OF THE RESEARCH**

To analyze the data as mentioned in the previous chapter, to evaluate the effect of Repetition Drill method on students' speaking mastery, the data from this research has been calculated using pre-test and post-test. Pre-test was done before conducting the treatment and post-test was done after conducting the treatment. The research applied quantitative analysis by using T-test formulation. It used to know the effect of repetition drill method on the students' speaking mastery. Next, researcher described the data as follow:

#### **A. Description of Data**

The pre-test scores obtained before teaching in experimental class and control class are as follows:

##### **1. Description of Data Before Using Repetition Drill Method**

###### **a. The Pre-Test Score for Experimental Class**

The experimental class in this research was VIII classroom. In pre-test of the experimental class, the result that was calculated was getting by the students in answering the test by practicing in front of the classroom (oral test). The score of the students has been calculated in appendix 6 and 7. The score of pre-test for experimental classroom can be seen in the following table.



**Table 6**  
**The Score of Experimental Classroom in Pre-test**

<b>Descriptive</b>	<b>Statistic</b>
Total Score	1785
Highest Score	80
Lowest score	25
Mean	53.3
Median	59.33
Modus	55.55
Range	55
Interval	9
Standard Deviation	17.55
Variant	293.70

Based on table above, the total score of experimental class for pre-test was 1785, the mean was 53.3, standard deviation was 17.55, variant was 293.70, median was 59.33, range was 55, modus was 55.55, and interval was 9. It was found the lowest score was 25 and the highest score was 80. The calculation of how to get it could be see in appendix 6. Then, the calculation of the frequency distribution of the students' score as follow:

**Table 7**  
**Frequency Distribution of the Variables**

No	Interval class	Mid-Point	F	Percentages
1	25-33	29	4	13.33%
2	34-42	38	1	3.33%
3	43-51	47	3	10%
4	52-60	56	8	26.66%
5	61-69	65	2	6.66%
6	70-78	74	7	23.33%
7	79-87	83	5	16.66%
	i = 9		30	100%



From the table above, the number of students whose score interval 25-33 was 4 students (13.33%), score interval 34-42 was a student (3.33%), score interval 43-51 was 3 students (10%), score interval 52-60 was 8 students (26.66%), score interval 61-69 was 2 students (6.66%), score interval 70-78 was 7 students (23.33%), and score interval 79-87 was 5 students (16.66%).

In order to get description of the data clearly and completely, the researcher present them in histogram on the following figure:

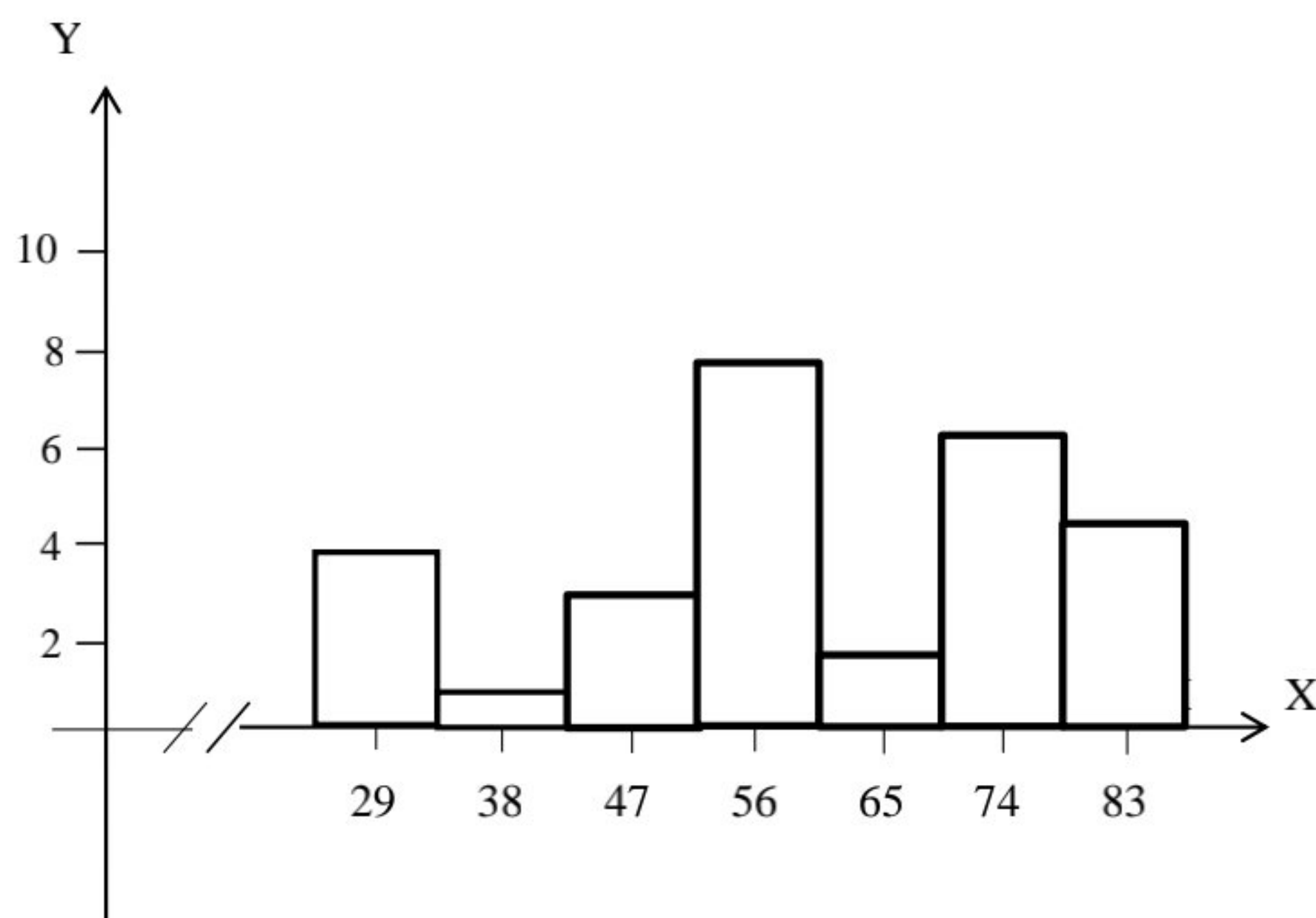


Figure 1: Description Data of Students' Speaking Mastery in Experimental Class (Pre-test)

From the histogram above shows that the data is normal.



### b. The Pre-test Score for Control Class

In pre-test of control class, the result that has been calculated obtained from the students in answering the test. The score of pre-test for control class can be seen in the following table:

<b>Table 8</b>	
<b>The Pre-Test Score for Control Class</b>	
<b>Descriptive</b>	<b>Statistic</b>
Total Score	1710
Highest Score	80
Lowest score	30
Mean	57.5
Median	58.3
Modus	61.5
Range	50
Interval	8
Standard Deviation	14.08
Variant	168.27

Based on table above, the total score of the control class for pre-test was 1710, the mean was 57.5, standard deviation was 14.08, variant was 168.27, median was 58.3, range was 50 modus was 61.5, interval 8. The researcher got the lowest score was 30 and the highest score was 80. The calculation of how to get it could be seen in appendix 6. Then, the calculation of the frequency distribution of the students' score as follow:



**Table 9**  
**Frequency Distribution of the Variables**

Interval class	Mid-Point	F	Percentages
30-37	33.5	3	10%
38-45	41.5	5	16.66%
46-53	49.5	3	10%
54-61	57.5	6	20%
62-69	65.5	6	20%
70-77	73.5	5	16.66%
78-85	81.5	2	6.66%
$i=8$		30	100%

From the table above, the number of students whose score interval 30-37 was 3 students (10%), score interval 38-45 was 5 students (16.66%), score interval 46-53 was 3 students (10%), whose score interval 54-61 was 6 students (20%), score interval 62-69 was 6 students (20%), score interval 70-77 was 5 students (16.66%), and score interval 78-85 was 2 students (6.66%).

In order to get description of the data clearly and completely, the researcher present them in histogram on the following figure:

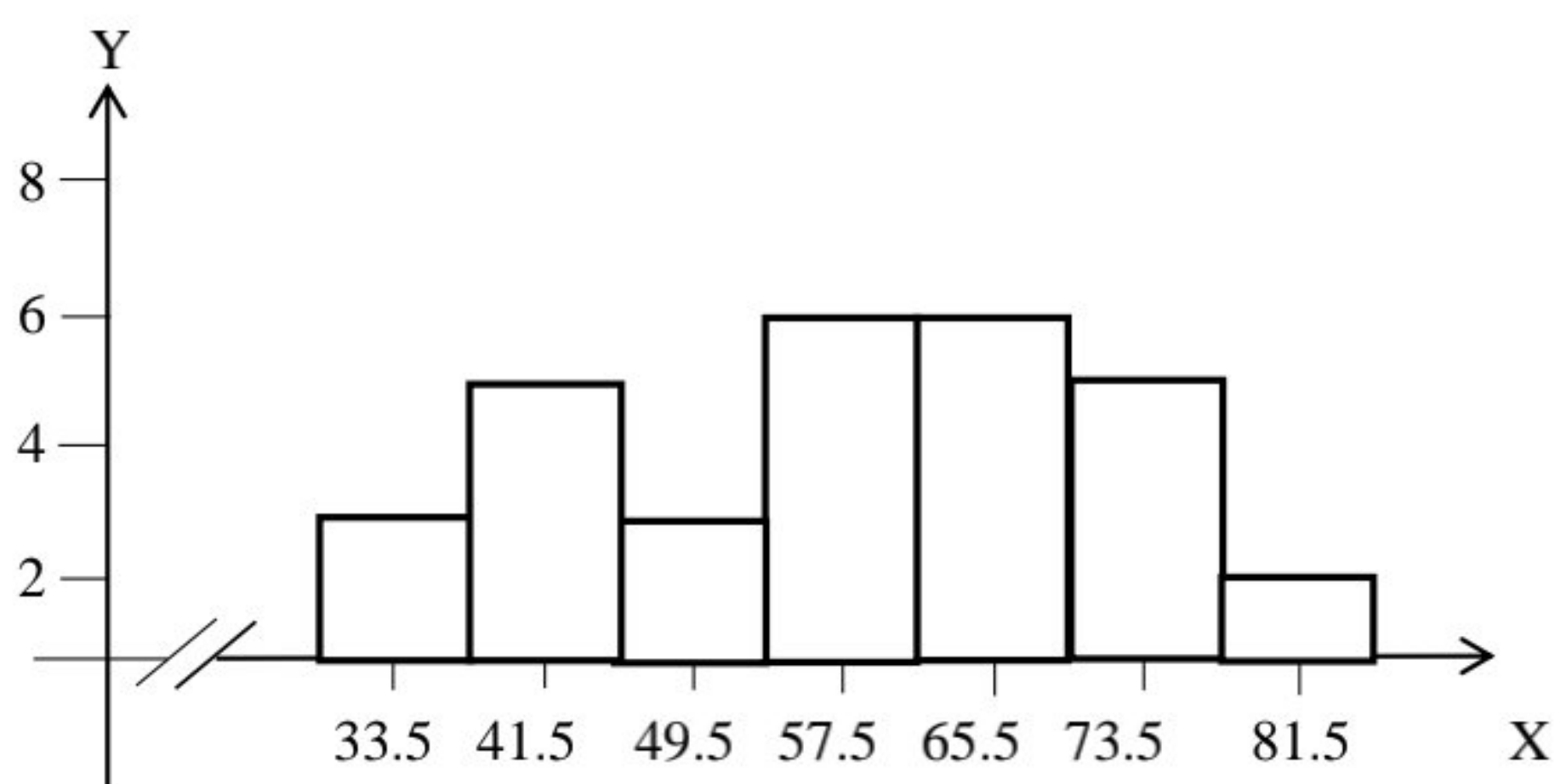


Figure 2 : Description Data of Students' Speaking Mastery in Control Class (Pre-test)

From the histogram above shows that the data is normal



## 2. Description of Data After Using Repetition Drill Method

### a. Score of Post-test for Experimental Class

In post-test for experimental class, the result that has been calculated obtained from the students in answering the test (oral test). The researcher given the score to the students about their speaking performance. The score of post test for experimental class can be seen in the following table:

**Table 10**  
**The Post-test Score for Experimental Class**

<b>Descriptive</b>	<b>Statistic</b>
Total Score	2070
Highest Score	85
Lowest score	40
Mean	65.1
Median	71.5
Modus	69.5
Range	45
Interval	8
Standard Deviation	14.72
Variant	159.31

Based on table above, the total score of experimental class for post-test was 2070, the mean was 65.1, standard deviation was 14.72, variant was 159.31, median was 71.5, range was 45 modus was 69.5, interval 8. The researcher got the lowest score was 40 and the highest score was 85. The calculation of how to get it could be seen in appendix 9. Then, the calculation of the frequency distribution of the students' score as follow:



**Table 11**  
**Frequency Distribution of the Variables**

Interval class	Mid Point	F	Percentages
40-47	43.5	3	10%
48-55	51.5	2	6.66%
56-63	59.5	1	3.33%
64-71	67.5	9	30%
72-79	75.5	7	23.33%
80-87	83.5	8	26.66%
$i=8$		30	100%

From the table above, the number of students whose score interval 40-47 was 3 students (10%), score interval between 48-55 was 2 students (6.66%), score interval between 56-63 was a student (30%), score interval between 64-71 was 9 students (30%), score interval between 72-79 was 7 students (23.33%), and score interval between 80-87 was 8 students (26.66%).

In order to get description of the data clearly and completely, the researcher present them in histogram on the following figure:

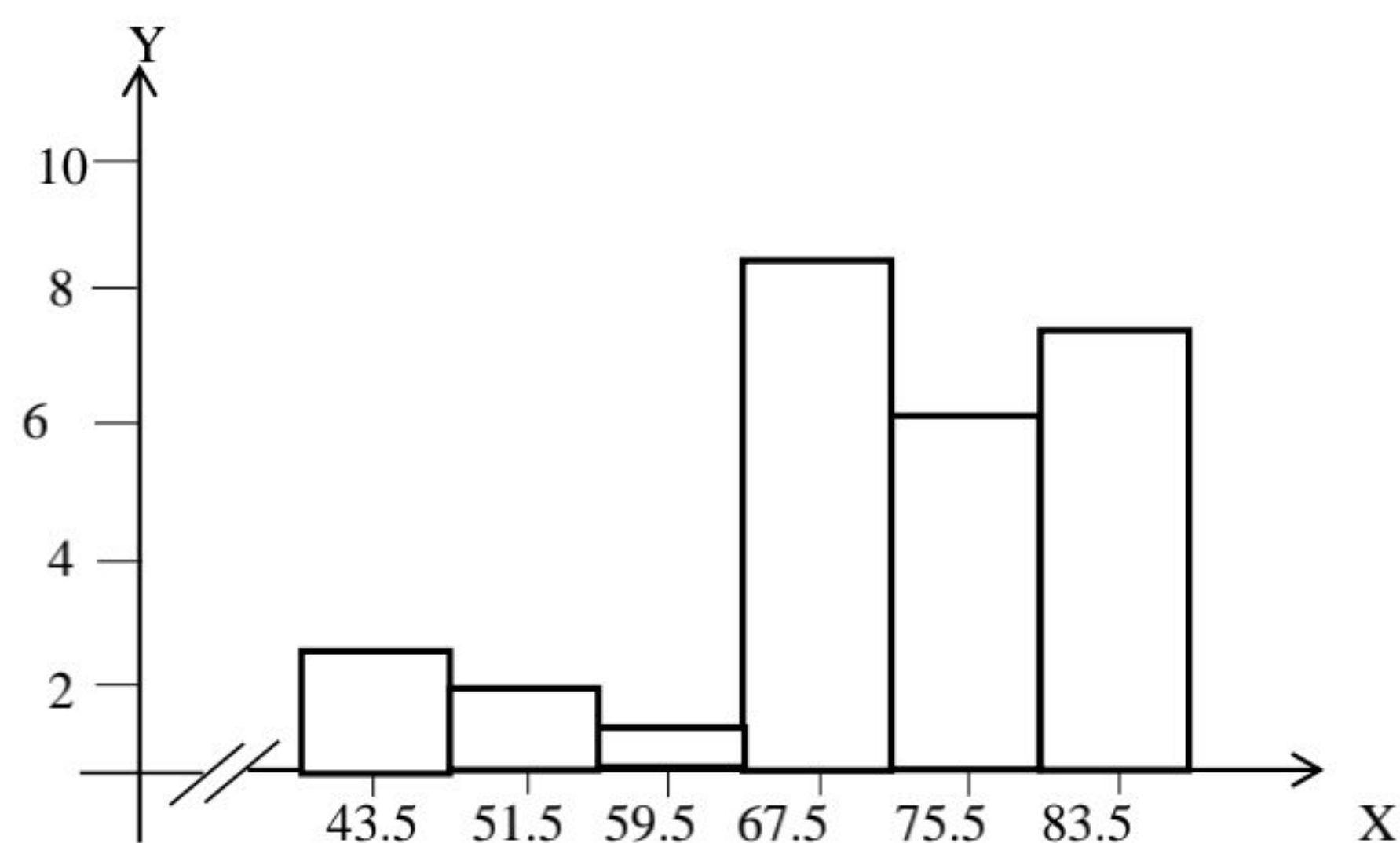


Figure 3 : Description Data of Students' Speaking Mastery in Experimental Class (Post-test)

From the histogram above shows that the data is normal.



### b. Score of Post-test for Control Class

In post-test for control class, the result that has been calculated obtained from the students in answering the test (oral test). The researcher given the score to the students about their speaking performance. The score of post test for control class can be seen in the following table:

**Table 12**  
**The Post-test Score for Control Class**

<b>Descriptive</b>	<b>Statistic</b>
Total Score	1960
Highest Score	85
Lowest score	45
Mean	61.09
Median	63.4
Modus	62.07
Range	40
Interval	7
Standard Deviation	11.55
Variant	113.67

Based on table above, the total score of control class for post-test was 1960, the mean was 61.09, standard deviation was 11.55, variant was 113.67, median was 63.4, range was 40 modus was 62.07, interval 7. The researcher got the lowest score was 45 and the highest score was 85. The calculation of how to get it could be seen in appendix 9. Then, the calculation of the frequency distribution of the students' score as follow:



**Table 13**  
**Frequency Distribution of the Variables**

Interval class	Mid Point	F	Percentages
45-51	48	4	13.33%
52-58	55	0	0%
59-65	62	15	50%
66-72	69	1	3.33%
73-79	76	5	16.66%
80-86	83	5	16.66%
$i=7$		30	100%

From the table above, the number of students whose score interval 45-51 was 4 students (13.33%), score interval between 52-58 was 0 student (0%), score interval between 59-65 was 15 student (50%), score interval between 66-72 was a students (3.33%), score interval between 73-79 was 5 students (16.66%), and score interval between 80-86 was 5 students (16.66%).

In order to get description of the data clearly and completely, the researcher present them in histogram on the following figure

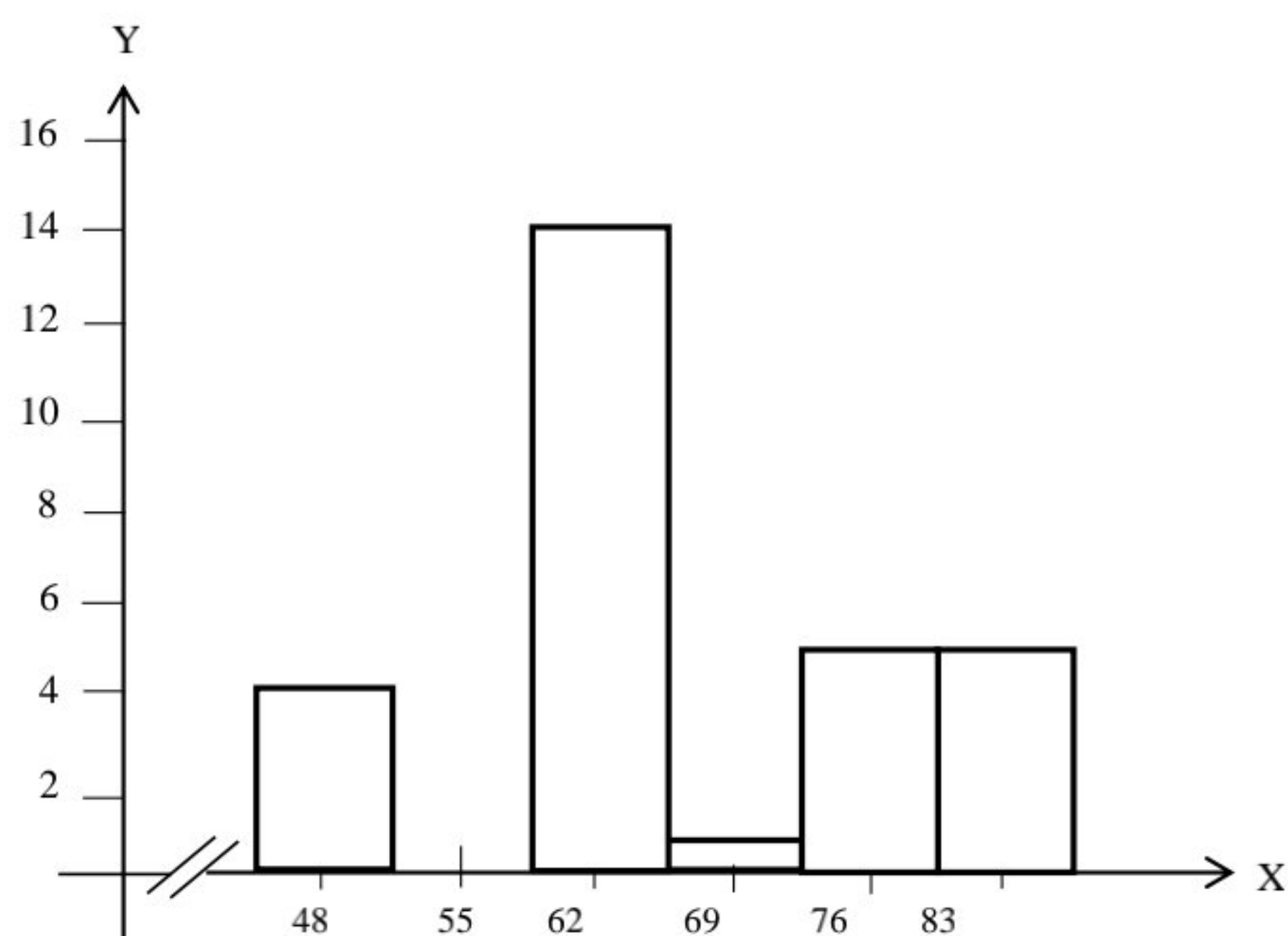


Figure 4 : Description Data of Students' Speaking Mastery in Control Class (Post-test)  
From the histogram above shows that the data is normal.



## B. Hypothesis Test

After calculated the data of post-test, the result that found of the post-test in experimental class and control class is normal and homogenous. Based on the result, the researcher used parametric test by using T-test to analyze the hypothesis. Hypothesis alternative ( $H_a$ ) of the research was "Repetition Drill has an effect toward students' Speaking Mastery in Past Activities sub topic at Grade VIII students of MTS Baharuddin Academic Year 2019/2020." The calculation can be seen in appendix 12. The result of T-test can be seen on the following table:

**Table 14**  
**Result of T-test from the Both Averages**

Pre-Test		Post-Test	
$t_{count}$	$t_{table}$	$t_{count}$	$t_{table}$
0.08	1.671	2.18	1.671

The test hypothesis have two criteria. First, if  $t_{count} < t_{table}$ ,  $H_0$  is accepted. Second, if  $t_{count} > t_{table}$ ,  $H_a$  is accepted. Based on researcher calculation in pre-test, researcher found  $t_{count}$  0.08 while  $t_{table}$  1.671 with opportunity  $(1-\alpha) = 1-5\% = 95\%$  and  $dk = n_1 + n_2 - 2 = 30 + 30 - 2 = 58$ . Cause  $t_{count} < t_{table}$  ( $0.08 < 1.671$ ), it means that hypothesis  $H_a$  was rejected and  $H_0$  was accepted. So, in pre-test, two classes were same. There is no difference in the both classes. But, in post-test, researcher found that  $t_{count}$  2.18 while  $t_{table}$  1.671 with opportunity  $(1-\alpha) = 1-5\% = 95\%$  and  $dk = n_1 + n_2 - 2 = 30 + 30 -$



2 = 58. Cause,  $t_{\text{count}} > t_{\text{table}}$  ( $2.18 > 1.671$ ), it means that hypothesis  $H_a$  was accepted and  $H_0$  was rejected. The calculation can be seen on the appendix 12. The gain score was 8.01. The calculation can be seen on appendix 13.

### C. Discussion

The researcher discusses the result of the research. Based on the result of data analysis, there is an effect of Repetition Drill Method toward students' speaking mastery. The researcher got the mean score of experimental class in pre-test was 53.5 and in the post test was 65.1. The proof was 11.6. Then the mean score of control class in pre-test was 57.5 and in the post-test was 61.09. The proof was 3.59. So, based on its comparing can be concluded that the improvement of experimental class was higher than control class. Automatically, Repetition Drill Method had an effect on students' Speaking Mastery in past activity.

It also discussed in some research that related to this research. The first is Lutfi 'Alawiyah, the result of the research the implementation of using "repetition drill" technique can improve the students speaking skill in teaching learning process. It can be proved by the score of pre -test and post-test. The score of post -test are greater than pre-test. The cycle I shows that the score of pre-test is 65, 88 and the score of post-test is 70, 30. Meanwhile, the cycle II shows that the score of pre-test is 70, 27 and the score of post-test is 78, 25. It means that there is significant difference mean between pre-test and post-test. This indicates that "repetition drill" technique can improve the students speaking skill of the eighth year students of MTs N Salatiga in the academic



year 2016/2017.<sup>48</sup> The result of this thesis same with this research where the Repetition drill has an implication to students speaking mastery.

The second is Isnaini Mulyan. It is concluded that the first grade students were engaged 79,02% very actively in speaking class, 10,96% actively in speaking class, 9,02% less actively in speaking class, and 0,96% passively in speaking class. The majority of students were engaged very actively (79,02%) in all stages in the teaching learning through drill technique.<sup>49</sup> From this research, it can see the implication of the repetition drill in teaching speaking.

The third is Irwanah Jumasari in her research Jumasari, showed that Audolingual Method through use of drilling words activities in the first cycle proved improve the students' speaking ability in producing imperative sentence from average 2.2 at the pre-test to average 3.8 at the post-test in the first cycle. In the second cycle the average 3.8 at the pre-test to average 4.4 at the post-test in the second cycle. It is proved from the result of the test increasing in every cycle and also the students' enthusiasm in learning process.<sup>50</sup> So, Repetition drill can be applied to decrease in activity in learning process. Those researches are as the proponents for this research where it shows the significant effect of repetition drill to students' speaking.

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<sup>48</sup>Lutfi 'Alawiyah, "The Use of Repetition Drill to Improve Speaking Skill on Descriptive Text of the Eighth Year Students of MTs N Salatiga in the Academic Year 2016/2017" (Institut Agama Islam Negeri Salatiga, 2017), 71, <https://doi.org/10.1002/ejsp.2570>., access on 25<sup>th</sup> August 2020 at 01.23a.m

<sup>49</sup>Mulyana, "The Implementation of Drill Technique in Teaching Speaking at SMA YP Unila Bandar Lampung," 71. access on 23<sup>th</sup> July 2020 at 20.23p.m

<sup>50</sup> Jumasari, "The Implementation of Audiolingual Method to Improve Students' Speaking Skill (A Classroom Action Research o the First Year Students Os SMP 26 Makassar)," 44., access on 25<sup>th</sup> July 2020 at 20.23p.m



#### **D. The Threats of the Research**

There are some aspects that could threat for this research as follow:

1. The researcher did not know the students' knowledge whether the students answer the question by their real answer, or they guest the answer, or they cheat their friends' answer.
2. The researcher did not know how concentrate and serious the students when they answered the test.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of the research, the conclusion of this research are :

1. The students speaking mastery at grade VIII students of MTS Baharuddin Academic Year 2019/2020 before using Repetition Drill was the mean score of pre-test in experimental class was 53.5 and the mean score in control class was 57.5.
2. The students speaking mastery at grade VIII students of MTS Baharuddin Academic Year 2019/2020 after using Repetition Drill the mean score of experimental class was higher then the mean score before using repetition drill method. The mean score of post-test in experimental class was 65.1 and the mean score in control class was 61.09.
3. There was a significant effect of Repetition Drill toward students speaking mastery in past activities sub topic at grade VIII students of MTS Baharuddin Academic Year 2019/2020. The researcher found the result of T-test where  $t_0$  was higher than  $t_t$ ,  $t_{count} = 2.18$ ,  $t_{table} = 1.671$  cause  $t_{count} > t_{table}$  ( $2.18 > 1.671$ ). It means that  $H_a$  was accepted and  $H_o$  was rejected.

#### B. Suggestion

After finishing the research, the researcher got much information in English teaching-learning. Therefore, from those experiences, the researcher



shows some things that need to be proven. It makes the researcher give some suggestion, as follow:

1. From the researcher result, it is as the information to the headmaster to motivate the English teacher to apply the various methods in teaching-learning process. Especially for repetition drill method, because this method can achieve the students speaking mastery.
2. From the researcher result, it is also the information to the English teacher to use Repetition drill method as a reference in teaching speaking to make the teaching-learning more active.
3. The researcher suggest to the another researcher to use this method as a problem solving to another problem and find another factors that face by students in learning English process.



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## CURRICULUM VITAE



### A. Identity

Name : Yuni Indah Lestari Hutagaol

Nim : 16 203 00014

Place and Birthday : Padangsidempuan, 21<sup>st</sup> July 1998

Gender : Female

Religion : Islam

Address : Jl. Imam Bonjol Gg. Bersaudara,  
Padangsidempuan.

### B. Parents

1. Father : Muhammad Yusuf

2. Mother : Niskah Hannum Harahap

### C. Educational Background

1. Elementary School	: SD N 200211/1 Padangsidempuan	2004-2010
2. Junior High School	: SMP N 2 Padangsidempuan	2010-2013
3. Senior High School	: SMA N 3 Padangsidempuan	2013-2016
4. Collage	: IAIN Padangsidempuan	2016-2021





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733  
Telephone (0634) 22080 Faximile (0634) 24022

17 September 2019

Nomor : 113 /In.14/E.6a/PP.00.9/09/2019  
Lamp : -  
Perihal : Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth:

1. Dr. Fitriadi Lubis, M. Pd
2. Fitri Rayani Siregar, M. Hum

(Pembimbing I)  
(Pembimbing II)

di -Padangsidimpuan


Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris/Pendidikan Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama	: Yuni Indah Lestari Hutagaol
NIM	: 1620300014
Fak/Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi	: The Effect of Repetition Drill toward Speaking Mastery in Past Activities Sub Topic at Grade VIII Students of MTS Baharuddin Academic Year 2019/2020

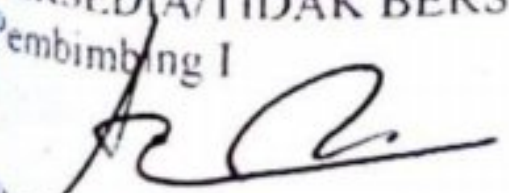
Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris

  
Fitri Rayani Siregar, M. Hum.  
NIP. 19820731 200912 2 004

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/TIDAK BERSEDIA  
Pembimbing I

  
Dr. Fitriadi Lubis, M. Pd  
NIP. 19620917 199203 1 002

BERSEDIA/TIDAK BERSEDIA  
Pembimbing II

  
Fitri Rayani Siregar, M. Hum  
NIP. 19820731 200912 2 004





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733  
Telepon (0634) 22080 Faksimile (0634) 24022

Nomor : B - 1305 /In.14/E/TL.00/11/2020  
Hal : Izin Penelitian  
Penyelesaian Skripsi.

04 November 2020

Yth. Kepala MTs Baharuddin  
Kabupaten Tapanuli Selatan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Yuni Indah Lestari Hutagaol  
NIM : 1620300014  
Program Studi : Tadris/Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul " The Effect of Repetition Drill toward Speaking Mastery in Past Activities Sub Topic at Grade VIII Students of MTs Baharuddin Academic Year 2019/2020".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

Dekan  
  
Hilda, M.Si.  
20920 200003 2 002





**YAYASAN PONDOK PESANTREN MODERN BAHARUDDIN  
MADRASAH TSANAWIYAH SWASTA BAHARUDDIN**

NSM : 121212030017, NPSN : 10263918, Akreditasi : A ( Sangat Baik )

Email : [mts.baharuddin@yahoo.com](mailto:mts.baharuddin@yahoo.com)

Jl. Mandailing Km. 15 Bagas Godang Janjimaui Muaratais, Desa Janjimaui - MT  
Kecamatan Batang Angkola, Kabupaten Tapanuli Selatan. Kode Pos 22773

Nomor : MTs.151/ PPMB-BGJMT/11/2020  
Lampiran : -  
Perihal : Izin Penelitian

Janjimaui-MT, 13 November 2020

Yth. Wakil Dekan Bidang Akademik  
Institut Agama Islam Negeri Padangsidempuan

Dengan Hormat,

Menindaklanjuti surat saudara Nomor : B-1305/In.14/E.1/TL.00/11/2020 perihal surat diatas dengan ini kami menyatakan nama tersebut di bawah ini telah melaksanakan penelitian untuk keperluan penulisan skripsi di Madrasah Tsanawiyah Swasta Baharuddin. Atas nama mahasiswa :

Nama : YUNI INDAH LESTARI HUTAGAOL  
NPM : 1620300014  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Prodi : Tadris/Pendidikan Bahasa Inggris  
Judul Skripsi : The Effect of Repetition Drill toward Speaking Mastery in Past Activities Sub Topic at Grade VIII Student of MTs Baharuddin Academic Year 2019/2020

Demikian Surat izin ini kami sampaikan dan untuk dapat dipergunakan sebagaimana mestinya.

Kepala Madrasah,  
  
**Drs. ZULKARNAIN SIREGAR**  
BATANG-OLA-TAP SEL





**YAYASAN PONDOK PESANTREN MODERN BAHARUDDIN  
MADRASAH TSANAWIYAH SWASTA BAHARUDDIN**

NSM : 121212030017, NPSN : 10263918, Akreditasi : A (Sangat Baik)  
Email : [mts.baharuddin@yahoo.com](mailto:mts.baharuddin@yahoo.com)

Jl. Mandailing Km. 15 Bagas Godang Janjimaui Muaratais, Desa Janjimaui – MT  
Kecamatan Batang Angkola, Kabupaten Tapanuli Selatan. Kode Pos 22773

**SURAT KETERANGAN**


Saya yang bertanda tangan di bawah ini sebagai validator:  
Nama : Defrizal Rangkuti, S.Pd

Telah membaca instrument penelitian yang berjudul **"The Effect of Repetition  
Drill toward Speaking Mastery in Past Activities Sub Topic at Grade VIII Students of  
MTS Baharuddin Academic Year 2019/2020**, oleh peneliti:

Nama : Yuni Indah Lestari Hutagaol  
NIM : 16 203 00014  
Jurusan : Tadris Bahasa Inggris

Dengan ini menyatakan bahwa instrument penelitian yang disusun oleh  
mahasiswa/i tersebut telah valid dan layak untuk melakukan penelitian.  
Demikian surat pernyataan ini dibuat agar dipergunakan sebagaimana mestinya.

Padangsidempuan, September 2020  
Validator

  
Defrizal Rangkuti, S.Pd



## Appendix 1

### Lesson Plan (RPP)

#### Experimental Class

<b>Nama Sekolah</b>	<b>: MTs Baharuddin</b>
<b>Mata Pelajaran</b>	<b>: Bahasa Inggris</b>
<b>Kelas/Semester</b>	<b>: VIII / I (satu)</b>
<b>Alokasi waktu</b>	<b>: 2 X 40 minutes ( 2JP)</b>
<b>Topik Pembelajaran</b>	<b>: Past Activities</b>
<b>Skill</b>	<b>: Speaking (Berbicara)</b>

#### A. Kompetensi Inti

- KI 1 Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 Memahami pengetahuan (faktual, konseptual dan procedural) berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat,) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang)sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

#### B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.



2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.9 Menganalisis fungsi social, struktur teks dan unsur kebahasaan pada teks *recount* sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.

4.13 Menangkap makna dalam teks *recount* lisan dan tulis sederhana.

4.14 Menyusun teks *recount* lisan dan tulis sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

### **C. Indikator**

5.1 Menyimak contoh teks *recount* tentang pengalaman sederhana.

5.2 Mengamati fungsi sosial, struktur teks dan unsur kebahasaannya.

5.3 Membuat teks *recount* sederhana.

### **D. Tujuan Pembelajaran**

Pada akhir pembelajaran siswa dapat :

1. Siswa mampu memahami makna teks tentang peristiwa di masa lampau secara sederhana.
2. Siswa mampu bercerita tentang peristiwa di masa lampau secara sederhana.

### **E. Materi Pembelajaran**

#### **1. Sosial Function**

To retell about experiences, events that happened in the past.

#### **2. Generic structure**

Verb in Past Tense

Sentences with English Pattern

#### **3. Language Features**

- a. The use of noun and pronouns
- b. The use of action verbs
- c. The use of past tense
- d. The use of time conjunction
- e. The use of adverb



f. The use of adjective

**F. Metode Pembelajaran : Repetition Drill**

**G. Langkah-Langkah Pembelajaran :**

1) Kegiatan Pendahuluan

Guru	Siswa	Waktu
Guru mengucapkan salam ketika masuk ruang kelas.	Membalas salam guru.	10 menit
Guru meminta siswa untuk membuka kelas dengan berdo'a	berdoa bersama dengan guru.	
Mengecek kehadiran siswa.	Menyatakan kehadirannya dengan berkata, "Yes" atau "Present"	
Menanyakan kesiapan peserta didik untuk belajar.	Siswa menyatakan kesiapannya dalam belajar.	
Menyampaikan cakupan materi dan uraian kegiatan dan menjelaskan tujuan pembelajaran yang akan dicapai oleh guru.	Siswa mendengarkan serta memahami uraian materi yang disampaikan oleh guru.	

2) Kegiatan Inti

Teacher	Procedures	Students	Times
1. Teacher explain the material and give the example conversation and monologue about the material.	1. Explain the material.	1. Students pay attention to the teacher explanation. 2. Ask the material that they do not understand yet.	20 Mnt
1. Teacher play the audio.	2. Give the monologue example of the	1. Students listen carefully to the audio. 2. Students repeat the words or phrase after	



	material.	the audio using repetition drill.
1. Teacher stop the audio in a line and ask the students to repeat the words or phrase.	3. Give modeling of the pronunciation.	1. Students repeat the audio in a line quickly. 2. A students read the dialogue and other students repeat it.
1. Teacher ask the students to practice by repeating sentence.	4. Ask the students to repeat quickly.	1. Students practice the monologue through Repetition Drill. 2. Students practice with their friend.
1. Teacher give the explanation about the material and ask the students understanding about the material.	5. Ask the students to practice.	1. Students listen to the teacher question. 2. Ask the material that they do not understand yet. 3. Students make the monologue about themselves consist to the material. 4. Students memorize the monologue through the repetition drill. 5. Students perform the monologue in front of the class.

### 3) Kegiatan Penutup

Guru	Siswa	Waktu
panduan menyimpulkan hasil pembelajaran kelas dengan berdoa bersama	kesimpulan panduan guru	dengan 10 menit

## H. Media/Alat, Bahan dan Sumber Belajar

### 1. Media

#### a. Whiteboard



- b. Boardmarker
  - c. Speaker
2. Sumber
- a. Buku siswa
  - b. Buku Guru
  - c. Internet

### **I. Penilaian**

Bentuk test : essay test

### **J. Instrument :**

Students make the monologue based on the topic below and practice it through repetition drill

Topics: Holiday

### **K. Indikator Penilaian**

Aspects	Criteria	Score
Pronunciation	• Almost perfect	5
	• There are some mistakes but do not interfere the meaning	4
	• There are some mistakes and interfere the meaning	3
	• Many mistakes and interfere the meaning	2
	• Too much mistakes and interfere the meaning	1
Intonation	• Almost perfect	5
	• There are some mistakes but do not interfere the meaning	4
	• There are some mistakes and interfere the meaning	3
	• Many mistakes and interfere the meaning	2
	• Too much mistakes and interfere the meaning	1



Fluency	• Almost perfect	5
	• There are some mistakes but do not interfere the meaning	4
	• There are some mistakes and interfere the meaning	3
	• Many mistakes and interfere the meaning	2
	• Too much mistakes and interfere the meaning	1
Accuracy	• Almost perfect	5
	• There are some mistakes but do not interfere the meaning	4
	• There are some mistakes and interfere the meaning	3
	• Many mistakes and interfere the meaning	2
	• Too much mistakes and interfere the meaning	1
Score 20x5 = 100		

**Pedoman Penilaian :**

1. Pedoman benar setiap indicator x 5
2. Jawaban salah : 0

**Criterian of value:**

No.	Number Of Score	Predicate
1.	80 – above	Very good
2.	66 – 79	Good
3.	56 – 65	Enough
4.	41 – 55	Less
5.	41 – down	Failed

Padangsidempuan, September 2020



**Validator**

**Defrizal Rangkuti S.Pd**

**Researcher**

**Yuni Indah Lestari Hutagaol**  
**16 203 00016**



## APPENDIX 2

### Lesson Plan

#### (RPP)

#### Control Class

<b>Nama Sekolah</b>	<b>: MAS Baharuddin</b>
<b>Mata Pelajaran</b>	<b>: Bahasa Inggris</b>
<b>Kelas/Semester</b>	<b>: XI / I (satu)</b>
<b>Alokasi waktu</b>	<b>: 2 X 40 minutes ( 2JP)</b>
<b>Topik Pembelajaran</b>	<b>: Recount Text</b>
<b>Skill</b>	<b>: Writing (Menulis)</b>

#### A. Kompetensi Inti

- KI 1 Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 Memahami pengetahuan (faktual, konseptual dan procedural) berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat,) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

#### B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.



2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.9 Menganalisis fungsi social, struktur teks dan unsur kebahasaan pada teks *recount* sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.

4.14 Menyusun teks *recount* lisan dan tulis sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

### **C. Indikator**

5.1 Menyimak contoh teks *recount* tentang pengalaman sederhana.

5.2 Mengamati fungsi sosial, struktur teks dan unsur kebahasaannya.

5.3 Membuat teks *recount* sederhana.

### **D. Tujuan Pembelajaran**

Pada akhir pembelajaran siswa dapat :

1. Siswa mampu memahami teks *recount* sederhana

2. Siswa mampu membuat teks *recount* sederhana.

### **E. Materi Pembelajaran**

#### **1. Sosial Function**

To retell about experiences, events that happened in the past.

#### **2. Generic structure**

a. Orientation : Opening the text ( who,where, when).

b. Events : Tells what happened and in what sequences.

c. Reorientation : Conclusion

#### **3. Language Features**

g. The use of noun and pronouns

h. The use of action verbs

i. The use of past tense

j. The use of time conjunction

k. The use of adverb

l. The use of adjective



## **F. Metode Pembelajaran : Conventional Strategy**

### **G. Langkah-Langkah Pembelajaran :**

#### **1) Kegiatan Pendahuluan**

Guru	Siswa	Waktu
Guru mengucapkan salam ketika masuk ruang kelas.	Membalas salam guru.	10 menit
Guru meminta siswa untuk membuka kelas dengan berdo'a	berdoa bersama dengan guru.	
Mengecek kehadiran siswa.	Menyatakan kehadirannya dengan berkata, "Yes" atau "Present"	
Menanyakan kesiapan peserta didik untuk belajar.	Siswa menyatakan kesiapannya dalam belajar.	
Menyampaikan cakupan materi dan uraian kegiatan dan menjelaskan tujuan pembelajaran yang akan dicapai oleh guru.	Siswa mendengarkan serta memahami uraian materi yang disampaikan oleh guru.	

#### **2) Kegiatan Inti**

Guru	Siswa	Waktu
Guru menyiapkan bahan ajar tentang recount text.	Siswa mempersiapkan diri untuk belajar.	
Guru menjelaskan tentang teks recount. Guru membahas kosakata dan tata bahasa yang berkaitan dengan recount text (noun, verb, past tense, adverb).	Siswa mendengarkan penjelasan guru.	
Guru memberikan contoh tentang teks recount kepada	Siswa memperhatikan contoh teks recount yang	



siswa.	diberikan guru.
Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran.	Siswa bertanya kepada guru tentang pelajaran.
Guru menyuruh siswa menulis teks recount sederhana.	Siswa menulis teks recount sederhana.

### 3) Kegiatan Penutup

Guru	Siswa	Waktu
panduan menyimpulkan hasil pembelajaran kelas dengan berdoa bersama	kesimpulan dengan panduan guru	10 menit

## H. Media/Alat, Bahan dan Sumber Belajar

### 3. Media

- d. Whiteboard
- e. Boardmarker

### 4. Sumber

- d. Buku siswa
- e. Buku Guru
- f. Internet

## I. Penilaian

Bentuk test : essay test

## J. Instrument :

Students make the monologue based on the topic below and practice it through repetition drill

Topics:

- a. Happy Moment
- b. Sad Moment

## K. Indikator Penilaian



Aspects	Criteria	Score
Pronunciation	• Almost perfect	5
	• There are some mistakes but do not interfere the meaning	4
	• There are some mistakes and interfere the meaning	3
	• Many mistakes and interfere the meaning	2
	• Too much mistakes and interfere the meaning	1
Intonation	• Almost perfect	5
	• There are some mistakes but do not interfere the meaning	4
	• There are some mistakes and interfere the meaning	3
	• Many mistakes and interfere the meaning	2
	• Too much mistakes and interfere the meaning	1
Fluency	• Almost perfect	5
	• There are some mistakes but do not interfere the meaning	4
	• There are some mistakes and interfere the meaning	3
	• Many mistakes and interfere the meaning	2
	• Too much mistakes and interfere the meaning	1
Accuracy	• Almost perfect	5
	• There are some mistakes but do not interfere the meaning	4
	• There are some mistakes and interfere the meaning	3
	• Many mistakes and interfere the meaning	2
	• Too much mistakes and interfere the meaning	1



		2
		1
Score 20x5 = 100		

**Pedoman Penilaian :**

1. Pedoman benar setiap indicator x 5
2. Jawaban salah : 0

**Criterion of value:**

No.	Number Of Score	Predicate
1.	80 – above	Very good
2.	66 – 79	Good
3.	56 – 65	Enough
4.	41 – 55	Less
5.	41 – down	Failed

**Validator**

Padangsidempuan, September 2020

**Researcher**

**Defrizal Rangkuti S.Pd**

**Yuni Indah Lestari Hutagaol**  
**16 203 00016**



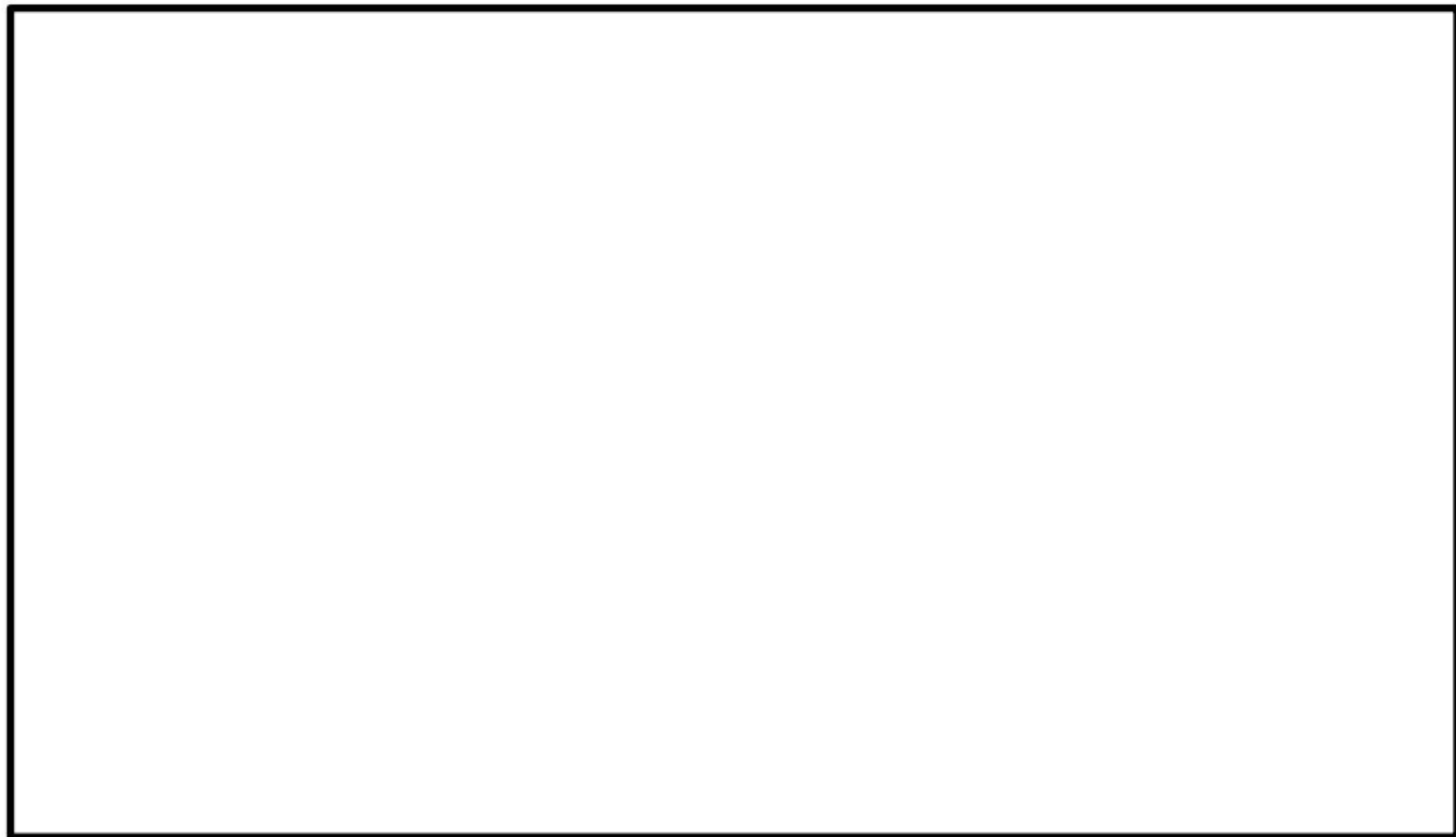
### **Appendix 3**

#### **INSTRUMENT PRE-TEST**

#### **SPEAKING TEST**

Direction :

- A. Make monologue about holiday.
- B. Practiced/present in front of the classroom.





## **Appendix 4**

### **INSTRUMENT POST-TEST**

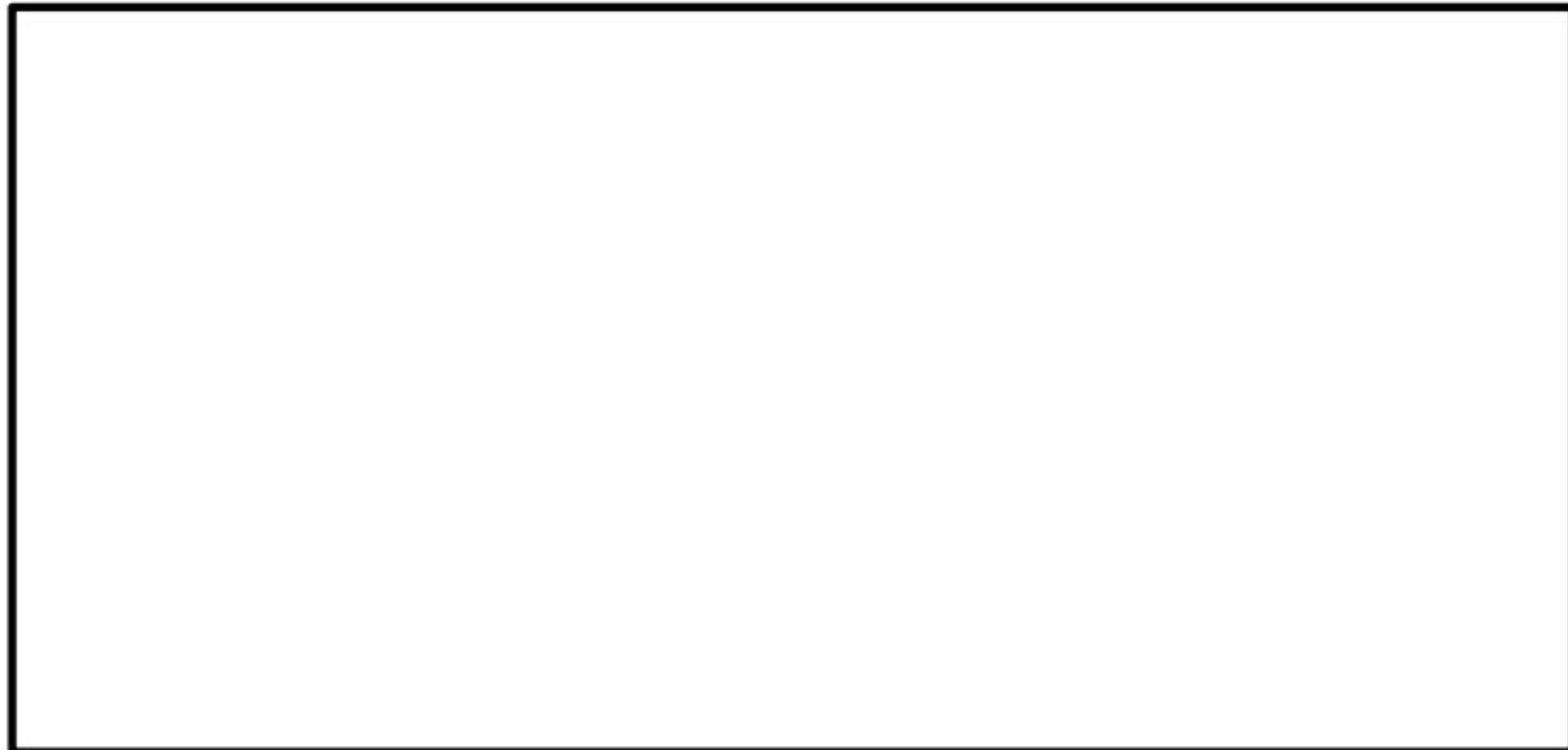
#### **SPEAKING TEST**

Direction :

4. Choose one of the topics below.
5. Make monologue about the topic.
6. Practice/present in front of the classroom.

Topics :

- a. Happy moment
- b. Sad moment





## APPENDIX 5

### Score of Experimental Class and Control Class in Pre-Test

#### a. Score of Experimental Class Pre-Test

Students Initial Name	Pre-test	X <sup>2</sup>
AL	75	5625
AW	45	2025
AGA	50	2500
AER	75	5625
AA	55	3025
AI	25	625
ASA	70	4900
HT	35	1225
KU	70	4900
KA	55	3025
KA	65	4225
KA	45	2025
MS	80	6400
MA	30	900
MHBS	80	6400
MS	80	6400
MH	80	6400
NL	60	3600
NAS	70	4900
RA	25	625
RA	70	4900
RAA	80	6400
SAF	60	3600
SAN	60	3600
SH	55	3025
SSP	60	3600
SBHL	70	4900
WI	65	4225
YW	65	4225



YN	30	900
<b>Total</b>	<b>1785</b>	<b>4725</b>



**b. Score of Control Class Pre-Test**

No	Students Initial Name	Pre-test	$X^2$
1	AR	50	2500
2	AZAA	80	6400
3	AF	55	3025
4	AH	70	4900
5	AT	65	4225
6	AR	55	3025
7	DP	45	2025
8	DF	45	2025
9	EF	80	6400
10	IA	65	4225
11	MRI	40	1600
12	MB	60	3600
13	MS	65	4225
14	NHS	70	4900
15	NRA	65	4225
16	NAF	50	2500
17	PR	60	3600
18	RM	65	4225
19	SK	75	5625
20	SN	35	1225
21	SH	60	3600
22	WM	40	1600
23	YA	70	4900
24	AR	55	3025
25	MT	70	4900
26	SA	30	900



27	F	40	1600
28	LA	35	1225
29	P	50	2500
30	RR	65	4225
	<b>Total</b>	<b>1710</b>	<b>102950</b>

## APPENDIX 6

### RESULT OF NORMALITY TEST IN PRE TEST

#### RESULT OF THE NORMALITY TEST OF VIII-1 IN PRE-TEST

1. The score of VIII-1 in pre test from low score to high score:

25	45	55	60	70	80
25	45	60	65	70	80
30	50	60	65	70	80
30	55	60	70	75	80
35	55	60	70	75	80

2. High = 80  
Low = 20

Range = High – Low  
= 80 – 25  
= 55

3. Total of Class =  $1 + 3,3 \log (n)$   
=  $1 + 3,3 \log (30)$   
=  $1 + 3,3 (1.47)$   
=  $1 + 4.85$   
= 5.85  
= 6

4. Length of Classes =  $\frac{range}{total\ of\ class} = \frac{55}{6} = 9.1 = 9$

5. Mean

Interval class	F	Mid Point	x	fx	x <sup>2</sup>	fx <sup>2</sup>
25-33	4	29	+3	12	9	36
34-42	1	38	+2	2	4	4
43-51	3	47	+1	3	1	3
52-60	<b>8</b>	<b>56</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
61-69	2	65	-1	-2	1	2
70-78	7	74	-2	-14	4	28
79-87	5	83	-3	-10	9	45



$$i=5$$

$$30$$

$$-9$$

$$118$$

$$M_x = M^1 + i \frac{\sum fx^1}{N}$$

$$= 56 + 9 \left( \frac{-9}{30} \right)$$

$$= 56 + 9 (-0.3)$$

$$= 56 + (-2.7)$$

$$= 53.3$$

$$SD_t = i \sqrt{\frac{\sum fx'^2}{n} - \left( \frac{\sum fx'^1}{n} \right)^2}$$

$$= 9 \sqrt{\frac{118}{30} - \left( \frac{-9}{30} \right)^2}$$

$$= 9 \sqrt{3.9 - (-0.3)^2}$$

$$= 9 \sqrt{3.9 - 0.09}$$

$$= 9 \sqrt{3.81}$$

$$= 9 \times 1.95$$

$$= 17.55$$

Table of Normality Data Test with Chi kuadrad Formula

Interval of score	Real upper limit	Z-score	Limit of large of area	Large of area	F <sub>e</sub>	F <sub>o</sub>	(fo - fe)	$\frac{(fo - fe)}{fe}$
25-33	33.5	-1.13	0.3708	0.14	4.2		-0.2	-0.04
34-42	42.5	-0.61	0.2291	0.18	5.4		-4.4	-0.81
43-51	51.5	-0.10	0.0398	0.11	3.3		-0.3	-0.09
52-60	60.5	0.41	0.1591	0.16	4.8		3.2	0.66
61-69	69.5	0.92	0.3212	0.10	3		-1	0.33

70-78	78.5	1.43	0.4236	0.05	1.5	5.5	3.66
79-87	87.5	1.94	0.4738	0.10	3	2	0.66
							4.37

Based on the table above, the researcher found that  $x^2_{\text{count}} = 4.37$  while  $x^2_{\text{table}} = 7.815$  cause  $x^2_{\text{count}} < x^2_{\text{table}}$  ( $4.37 < 7.815$ ) with degree of freedom (dk) =  $6-3 = 3$  and significant level  $\alpha = 5\%$ . So, distribution of VIII-1 classroom (pre-test) is normal.

#### 6. Median

Interval class	fm	Fk
25-33	4	4
34-42	1	5
43-51	3	<b>8</b>
52-60	<b>8</b>	16
61-69	2	18
70-78	7	25
79-87	5	50

Position of Me in the interval of classes is number 4, that:

Bb : 56

Fk : 8

fm : 8

*i* : 9

n : 30

1/2n : 15

So,

$$\text{Me} = Bb + i \left[ \frac{n/2 - Fk}{fm} \right]$$

$$\text{Me} = 51.5 + 9 \left[ \frac{30/2 - 8}{8} \right]$$

$$\text{Me} = 51.5 + 9 \left[ \frac{15 - 8}{8} \right]$$



$$\text{Me} = 51.5 + 9\left[\frac{7}{8}\right]$$

$$\text{Me} = 51.5 + 9(0.87)$$

$$\text{Me} = 51.5 + 7.83$$

$$\text{Me} = 59.33$$

## 7. Modus

Interval class	fm	Fk
25-33	4	4
34-42	1	5
43-51	3	<b>8</b>
52-60	<b>8</b>	16
61-69	2	18
70-78	7	25
79-87	5	50

$$\text{Mo} = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 51.5$$

$$d_1 = 5$$

$$d_2 = 6$$

$$i = 9$$

$$\text{Mo} = L + \frac{d_1}{d_1 + d_2} i$$

$$\text{Mo} = 51.5 + \frac{5}{5+6} 9$$

$$\text{Mo} = 51.5 + \frac{5}{11} 9$$

$$\text{Mo} = 51.5 + (0.45)9$$

$$\text{Mo} = 51.5 + 4.05$$

$$\text{Mo} = 55.55$$

## RESULT OF NORMALITY TEST IN PRE TEST

### RESULT OF THE NORMALITY TEST OF VIII-2 IN PRE-TEST

1. The score of VIII-2 in pre test from low score to high score:

30	40	50	60	65	70
35	45	55	60	65	70
35	45	55	65	65	75
40	50	55	65	70	80
40	50	60	65	70	80

2. High = 30  
 Low = 80  
 Range = High – Low  
 = 80 – 30  
 = 50

3. Total Class =  $1 + 3,3 \log (n)$   
 =  $1 + 3,3 \log (30)$   
 =  $1 + 3,3 (1.47)$   
 =  $1 + 4.85$   
 = 5.85  
 = 6

4. Length of Class =  $\frac{\text{range}}{\text{total of class}} = \frac{50}{6} = 8.3 = 8$

5. Mean

Interval class	F	Mid Point	X	fx	x <sup>2</sup>	fx <sup>2</sup>
30-37	3	33.5	+3	9	9	27
38-45	5	41.5	+2	10	4	20
46-53	3	49.5	+1	3	1	3
<b>54-61</b>	<b>6</b>	<b>57.5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
62-69	6	65.5	-1	-6	1	6
70-77	5	73.5	-2	-10	4	20
78-85	2	81.5	-3	-6	9	18
<i>i=8</i>	30			0		94



$$\begin{aligned}
M_x &= M^1 + i \frac{\sum fx^1}{N} \\
&= 57.5 + 8 \left( \frac{0}{30} \right) \\
&= 57.5 + 8 (0) \\
&= 57.5 + 0 \\
&= 57.5
\end{aligned}$$

$$\begin{aligned}
SD_t &= i \sqrt{\frac{\sum fx'^2}{n} - \left( \frac{\sum fx'^1}{n} \right)^2} \\
&= 8 \sqrt{\frac{94}{30} - \left( \frac{0}{30} \right)^2} \\
&= 8 \sqrt{3.13 - (0)^2} \\
&= 8 \sqrt{3.13 - 0} \\
&= 8 \sqrt{3.13} \\
&= 8 \times 1.76 \\
&= 14.08
\end{aligned}$$

Table of Normality Data Test with Chi kuadrad Formula

Interval of score	Real upper limit	Z-score	Limit of large of area	Large of area	F <sub>e</sub>	F <sub>o</sub>	(fo - fe)	$\frac{(fo - fe)}{fe}$
30-37	33.5	-1.70	0.4554	0.08	2.4	3	0.6	0.25
38-45	41.5	-1.13	0.3708	0.15	4.5	5	0.5	0.11
46-53	49.5	-0.56	0.2123	0.21	6.3	3	-3.3	-0.52
54-61	57.5	0.00	0.0000	0.21	6.3	6	-0.3	-0.04
62-69	65.5	0.56	0.2123	0.15	4.5	6	1.5	0.33

70-77	73.5	1.13	0.3708	0.08	2.4	5	2.6	1.08
78-85	81.5	1.70	0.4554	0.01	0.3	2	1.7	5.66
								6.87

Based on the table above, the researcher found that  $x^2_{\text{count}} = 6.87$  while  $x^2_{\text{table}} = 7.815$  cause  $x^2_{\text{count}} < x^2_{\text{table}}$  ( $4.59 < 7.815$ ) with degree of freedom (dk) =  $6 - 3 = 3$  and significant level  $\alpha = 5\%$ . So, distribution of VIII-2 classroom (pre-test) is normal.

#### 6. Median

Interval class	fm	Fk
30-37	3	3
38-45	5	8
46-53	3	<b>11</b>
<b>54-61</b>	<b>6</b>	17
62-69	6	23
70-77	5	28
78-85	2	30

Position of Me in the interval of classes is number 4, that:

Bb : 53.5

Fk : 11

fm : 6

i : 8

n : 30

1/2n : 15

So,

$$Me = Bb + i \left[ \frac{n/2 - Fk}{fm} \right]$$

$$Me = 53.5 + 8 \left[ \frac{30/2 - 11}{6} \right]$$

$$Me = 53.5 + 8 \left[ \frac{15 - 11}{6} \right]$$



$$Me = 53.5 + 8\left[\frac{4}{6}\right]$$

$$Me = 53.5 + 8(0.6)$$

$$Me = 53.5 + 4.8$$

$$Me = 58.3$$

## 7. Modus

Interval class	fm	Fk
30-37	3	3
38-45	5	8
46-53	3	<b>11</b>
<b>54-61</b>	<b>6</b>	17
62-69	6	23
70-77	5	28
78-85	2	30

$$Mo = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 53.5$$

$$d_1 = 3$$

$$d_2 = 0$$

$$i = 8$$

So,

$$Mo = L + \frac{d_1}{d_1 + d_2} i$$

$$Mo = 53.5 + \frac{3}{3+0} 8$$

$$Mo = 53.5 + \frac{3}{3} 8$$

$$Mo = 53.5 + (1)8$$

$$Mo = 53.5 + 8$$

$$M_o = 61.5$$



## APPENDIX 7

### HOMOGENEITY TEST (PRE-TEST)

Calculation of parameter to get variant of the first class as experimental class sample and variant of the second class as control class sample are use homogeneity test by using formula:

$$S^2 = \frac{n \sum x_i^2 - (\sum x_i)^2}{n(n-1)}$$

Hypotheses:

$$H_0 : \sigma_1^2 = \sigma_2^2$$

$$H_1 : \sigma_1^2 \neq \sigma_2^2$$

A. Variant of the VIII-1 classroom is:

No	Students Initial Name	Pre-test	X <sup>2</sup>
1	AL	75	5625
2	AW	45	2025
3	AGA	50	2500
4	AER	75	5625
5	AA	55	3025
6	AI	25	400
7	ASA	70	4900
8	HT	35	1225
9	KU	70	4900
10	KA	55	3205
11	KA	65	4225
12	KA	45	2025
13	MS	80	6400
14	MA	30	900
15	MHBS	80	6400
16	MS	80	6400
17	MH	80	6400
18	NL	60	3600
19	NAS	70	4900
20	RA	25	625

21	RA	70	4900	
22	RAA	80	6400	
23	SAF	60	3600	
24	SAN	60	3600	
25	SH	55	3025	
26	SSP	60	3600	
27	SBHL	70	4900	
28	WI	65	4225	
29	YW	65	4225	
30	YN	30	900	
<b>Total</b>		<b>1785</b>	<b>114725</b>	n

= 30

$$\sum x_i = 1.785$$

$$\sum x_i^2 = 114.725$$

So,

$$\begin{aligned}
 S^2 &= \frac{n \sum x_i^2 - (\sum x_i)^2}{n(n-1)} \\
 &= \frac{30(114725) - (1785)^2}{30(30-1)} \\
 &= \frac{3441750 - 3186225}{870} \\
 &= \frac{255525}{870}
 \end{aligned}$$

$$S^2 = 293.70$$



B. Variant of VIII-2 classroom is:

No	Students Initial Name	Pre-test	$X^2$
1	AR	50	2500
2	AZAA	80	6400
3	AF	55	3025
4	AH	70	4900
5	AT	65	4225
6	AR	55	3025
7	DP	45	2025
8	DF	45	2025
9	EF	80	6400
10	IA	65	4225
11	MRI	40	1600
12	MB	60	3600
13	MS	65	4225
14	NHS	70	4900
15	NRA	65	4225
16	NAF	50	2500
17	PR	60	3600
18	RM	65	4225
19	SK	75	5625
20	SN	35	1225
21	SH	60	3600
22	WM	40	1600
23	YA	70	4900
24	AR	55	3025
25	MT	70	4900
26	SA	30	900

27	F	40	1600
28	LA	35	1225
29	P	50	2500
30	RR	65	4225
Total		1.710	102.950

$n = 30$   
 $\sum x_i = 1.710$   
 $\sum x_i^2 = 102.950$   
 So,

$$\begin{aligned}
 S^2 &= \frac{n \sum x_i^2 - (\sum x_i)^2}{n(n-1)} \\
 &= \frac{30(102950) - (1710)^2}{30(30-1)} \\
 &= \frac{3088500 - 2942100}{870} \\
 &= \frac{146400}{870}
 \end{aligned}$$

$$S^2 = 168.27$$

The formula was used to test hypothesis was:

1. VIII-1 and VIII-2:

$$\begin{aligned}
 F &= \frac{\text{The Biggest Variant}}{\text{The Smallest Variant}} \\
 F &= \frac{293.70}{168.27} \\
 &= 1.74
 \end{aligned}$$

After doing the calculation, researcher found that  $F_{\text{count}} = 1.74$ . It had been compared to  $F_{\text{table}}$  with  $\alpha$  5% and dk numerator and dominator were same ( $n_1$  and  $n_2 = 30$ ;  $dk = 30 - 1 = 29$ ). From the distribution list F, researcher found that  $F_{\text{table}} = 4.18$  because  $F_{\text{count}} < F_{\text{table}}$  ( $1.74 < 4.18$ ). So, there is no difference the variant



between the VIII-1 classroom and VIII-2 classroom. It means that the variant is homogenous.

## APPENDIX 8

### Score of Experimental Class and Control Class on Post-Test

#### a. Score of Experimental Class Post-Test

No	Students Initial Name	Pre-test	X <sup>2</sup>
1	AL	75	5625
2	AW	60	3600
3	AGA	65	4225
4	AER	85	7225
5	AA	65	4225
6	AI	40	1600
7	ASA	85	7225
8	HT	55	3025
9	KU	75	5625
10	KA	65	4225
11	KA	75	5625
12	KA	55	3025
13	MS	85	7225
14	MA	65	4225
15	MHBS	80	6400
16	MS	80	6400
17	MH	80	6400
18	NL	65	4225
19	NAS	75	5625
20	RA	45	2025
21	RA	85	7225
22	RAA	75	5625
23	SAF	70	4900
24	SAN	65	4225
25	SH	65	4225
26	SSP	65	4225
27	SBHL	80	6400
28	WI	75	5625
29	YW	75	5625
30	YN	40	1600
	Total	2070	147450



**b. Score of Control Class Post-Test**

No	Students Initial Name	Pre-test	X <sup>2</sup>
1	AR	60	3600
2	AZAA	85	7225
3	AF	60	3600
4	AH	70	4900
5	AT	75	5625
6	AR	60	3600
7	DP	65	4225
8	DF	60	3600
9	EF	80	6400
10	IA	70	4900
11	MRI	65	4225
12	MB	80	6400
13	MS	60	3600
14	NHS	65	4225
15	NRA	65	4225
16	NAF	60	3600
17	PR	65	4225
18	RM	70	4900
19	SK	80	6400
20	SN	45	2025
21	SH	60	3600
22	WM	65	4225
23	YA	80	6400
24	AR	60	3600
25	MT	75	5625

26	SA	50	2500
27	F	45	2025
28	LA	45	2025
29	P	65	4225
30	RR	75	5625
	Total	1960	131.350



## APPENDIX 9

### RESULT OF NORMALITY TEST IN POST TEST

#### RESULT OF THE NORMALITY TEST OF VIII-1 IN POST-TEST

1. The score of VIII-1 in post-test from low score to high score:

40	60	65	75	75	80
40	65	65	75	75	85
45	65	65	75	80	85
55	65	65	75	80	85
55	65	70	75	80	85

2. High = 85

Low = 40

Range = High – Low

= 85 – 40

= 45

3. Total Classes =  $1 + 3,3 \log (n)$

=  $1 + 3,3 \log (30)$

=  $1 + 3,3 (1.47)$

=  $1 + 4.85$

= 5.85

= 6

4. Length of Classes =  $\frac{\text{range}}{\text{total of class}} = \frac{45}{6} = 7.5 = 8$

5. Mean

Interval class	F	Mid Point	x	fx	x <sup>2</sup>	fx <sup>2</sup>
40-47	3	43.5	+3	9	9	27
48-55	2	51.5	+2	4	4	8
56-63	1	59.5	+1	1	1	1
<b>64-71</b>	<b>9</b>	<b>67.5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
72-79	7	75.5	-1	-7	1	7
80-87	8	83.5	-2	-16	4	32

$$i=8$$

$$-9$$

$$75$$

$$\begin{aligned} M_x &= M^1 + i \frac{\sum fx^1}{N} \\ &= 67.5 + 8 \left( \frac{-9}{30} \right) \\ &= 67.5 + 8 (-0.3) \\ &= 67.5 - 2.4 \\ &= 65.1 \end{aligned}$$

$$\begin{aligned} SD_t &= i \sqrt{\frac{\sum fx'^2}{n} - \left( \frac{\sum fx'^1}{n} \right)^2} \\ &= 8 \sqrt{\frac{75}{30} - \left( \frac{-9}{30} \right)^2} \\ &= 8 \sqrt{2.5 - (0.3)^2} \\ &= 8 \sqrt{2.5 + 0.9} \\ &= 8 \sqrt{3.4} \\ &= 8 \times 1.84 \\ &= 14.72 \end{aligned}$$

Table of Normality Data Test with Chi kuadrat Formula

Interval of score	Real upper limit	Z-score	Limit of large of area	Large of area	F <sub>e</sub>	F <sub>o</sub>	(fo - fe)	$\frac{(fo - fe)}{fe}$
40-47	47.5	-1.19	0.3830	0.14	4.2	3	-1.2	-0.28
48-55	55.5	-0.65	0.2422	0.20	6	2	-4	-0.66
56-63	63.5	-0.10	0.0398	0.03	3.6	1	-2.6	-0.72



64-71	71.5	0.43	0.1664	0.16	4.8	9	4.2	-0.87
72-79	79.5	0.97	0.3340	0.10	3	7	4	1.3
80-87	87.5	1.52	0.4357	0.05	1.5	8	6.5	4.3
								$X^2$ 4.81

Based on the table above, the researcher found that  $x^2_{\text{count}} = 4.81$  while  $x^2_{\text{table}} = 7.815$  because  $x^2_{\text{count}} < x^2_{\text{table}}$  ( $4.81 < 7.815$ ) with degree of freedom (dk) =  $6 - 3 = 3$  and significant level  $\alpha = 5\%$ . So, distribution of VIII-1 classroom (post-test) is normal.

#### 6. Median

Interval class	F	Fk
40-47	3	3
48-55	2	5
56-63	1	<b>6</b>
<b>64-71</b>	<b>9</b>	15
72-79	7	22
80-87	8	30

Position of Me in the interval of classes is number 4, that:

Bb : 63.5

Fk : 6

fm : 9

*i* : 8

n : 30

$1/2n$  : 15

So,

$$Me = Bb + i \left[ \frac{n/2 - Fk}{fm} \right]$$

$$Me = 63.5 + 8 \left[ \frac{30/2 - 6}{9} \right]$$

$$Me = 63.5 + 8 \left[ \frac{15 - 6}{9} \right]$$

$$Me = 63.5 + 8 \left[ \frac{9}{9} \right]$$

$$Me = 63.5 + 8(1)$$

$$Me = 71.5$$

#### 7. Modus

Interval class	F	Fk
40-47	3	3
48-55	2	5
56-63	1	<b>6</b>
<b>64-71</b>	<b>9</b>	15
72-79	7	22
80-87	8	30

$$Mo = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 63.5$$

$$d_1 = 8$$

$$d_2 = 2$$

$$i = 8$$

$$Mo = L + \frac{d_1}{d_1 + d_2} i$$

$$Mo = 63.5 + \frac{8}{8+2} 8$$

$$Mo = 63.5 + \frac{8}{10} 8$$

$$Mo = 63.5 + (0.5)8$$

$$Mo = 63.5 + 6.4$$



$$M_o = 69.5$$

## RESULT OF NORMALITY TEST IN POST TEST

### RESULT OF THE NORMALITY TEST OF VIII-2 IN POST-TEST

1. The score of VIII-2 in post test from low score to high score:

45	60	60	65	75	80
45	60	60	65	75	80
45	60	65	65	75	80
50	60	65	65	75	80
60	60	65	70	75	85

2. High = 85

Low = 45

Range = High – Low

= 85-45

= 40

8. Total Class =  $1 + 3,3 \log (n)$

=  $1 + 3,3 \log (30)$

=  $1 + 3,3 (1.47)$

=  $1 + 4.85$

= 5.85

= 6

3. Length of Classes =  $\frac{\text{range}}{\text{total of class}} = \frac{40}{6} = 6.6 = 7$

4. Mean

Interval class	F	Mid Point	x	fx	$x^2$	$fx^2$
45-51	4	48	+2	12	4	16
52-58	0	55	+1	0	1	0
<b>59-65</b>	<b>15</b>	<b>62</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
66-72	1	69	-1	-1	1	1
73-79	5	76	-2	-10	4	20
80-86	5	83	-3	-15	9	45
<i>i=7</i>				-4		82



$$\begin{aligned}
 M_x &= M^1 + i \frac{\sum fx^1}{N} \\
 &= 62 + 7 \left( \frac{-4}{30} \right) \\
 &= 62 + 7 (-0.13) \\
 &= 62 - 0.91 \\
 &= 61.09
 \end{aligned}$$

$$\begin{aligned}
 SD_t &= i \sqrt{\frac{\sum fx'^2}{n} - \left( \frac{\sum fx'^1}{n} \right)^2} \\
 &= 7 \sqrt{\frac{82}{30} - \left( \frac{-4}{30} \right)^2} \\
 &= 7 \sqrt{2.73 - (-0.13)^2} \\
 &= 7 \sqrt{2.73 - 0.0169} \\
 &= 7 \sqrt{2.7131} \\
 &= 7 \times 1.65 \\
 &= 11.55
 \end{aligned}$$

Table of Normality Data Test with Chi kuadrad Formula

Interval of score	Real upper limit	Z-score	Limit of large of area	Large of area	F <sub>e</sub>	F <sub>o</sub>	(fo - fe)	$\frac{(fo - fe)}{fe}$
45-51	51.5	-0.83	0.2967	0.21	6.3	4	-2.3	-0.36
52-58	58.5	-0.22	0.0832	0.06	1.8	0	-1.8	-1
59-65	65.5	0.38	0.1480	0.18	5.4	15	9.6	1.77
66-72	72.5	0.98	0.3365	0.10	3	1	-2	-0.66
73-79	79.5	1.59	0.4441	0.04	1.2	5	3.8	3.16

80-86	86.5	2.20	0.4861	0.18	5.4	5	-0.4	-0.07
							$X^2$	2.84

Based on the table above, the researcher found that  $x^2_{\text{count}} = 2.84$  while  $x^2_{\text{table}} = 7.815$  because  $x^2_{\text{count}} < x^2_{\text{table}}$  ( $2.84 < 7.815$ ) with degree of freedom (dk) =  $6-3 = 3$  and significant level  $\alpha = 5\%$ . So, distribution of VIII-2 classroom (post-test) is normal.

#### 5. Median

Interval class	fm	Fk
45-51	4	4
52-58	0	<b>4</b>
<b>59-65</b>	<b>15</b>	19
66-72	1	20
73-79	5	25
80-86	5	30

Position of Me in the interval of classes is number 4, that:

Bb : 58.5

Fk : 4

fm : 15

$i$  : 7

n : 30

$1/2n$  : 15

So,

$$Me = Bb + i \left[ \frac{n/2 - Fk}{fm} \right]$$

$$Me = 58.5 + 7 \left[ \frac{30/2 - 4}{15} \right]$$



$$Me = 58.5 + 7 \left[ \frac{15-4}{15} \right]$$

$$Me = 58.5 + 7 \left[ \frac{11}{15} \right]$$

$$Me = 58.5 + 7 (0.7)$$

$$Me = 58.5 + 4.9$$

$$Me = 63.4$$

#### 6. Modus

Interval class	fm	Fk
45-51	4	4
52-58	0	<b>4</b>
<b>59-65</b>	<b>15</b>	19
66-72	1	20
73-79	5	25
80-86	5	30

$$Mo = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 58.5$$

$$d_1 = 15$$

$$d_2 = 14$$

$$i = 7$$

$$Mo = L + \frac{d_1}{d_1 + d_2} i$$

$$Mo = 58.5 + \frac{15}{15+14} 7$$

$$Mo = 58.5 + \frac{15}{29} 7$$

$$Mo = 58.5 + (0.51)7$$

$$Mo = 58.5 + 3.57$$

$$Mo = 62.07$$

## APPENDIX 10

### HOMOGENEITY TEST POST TEST

Calculation of parameter to get variant of the first class as experimental class sample by using direct method and variant of the second class as control class sample by using conventional method are use homogeneity test by using formula:

$$S^2 = \frac{n \sum x_i^2 - (\sum x_i)^2}{n(n-1)}$$

Hypotheses:

$$H_0 : \delta_1^2 = \delta_2^2$$

$$H_1 : \delta_1^2 \neq \delta_2^2$$

C. Variant of the VIII-1 class is:

No	Students Initial Name	Post-test	X <sup>2</sup>
1	AL	75	5625
2	AW	60	3600
3	AGA	65	4225
4	AER	85	7225
5	AA	65	4225
6	AI	40	1600
7	ASA	85	7225
8	HT	55	3025
9	KU	75	5625
10	KA	65	4225
11	KA	75	5625
12	KA	55	3025
13	MS	85	7225
14	MA	65	4225
15	MHBS	80	6400
16	MS	80	6400



17	MH	80	6400	
18	NL	65	4225	
19	NAS	75	5625	
20	RA	45	2025	
21	RA	85	7225	
22	RAA	75	5625	
23	SAF	70	4900	
24	SAN	65	4225	
25	SH	65	4225	
26	SSP	65	4225	
27	SBHL	80	6400	
28	WI	75	5625	
29	YW	75	5625	n
30	YN	40	1600	
	Total	2070	147450	= 30
				$\sum x_i$
				= 2.070

$$\sum x_i^2 = 147.450$$

So,

$$\begin{aligned}
 S^2 &= \frac{n \sum x_i^2 - (\sum x_i)^2}{n(n-1)} \\
 &= \frac{30(147.450) - (2.070)^2}{30(30-1)} \\
 &= \frac{4.423.500 - 4.284.900}{870} \\
 &= \frac{138.600}{870}
 \end{aligned}$$

$$S^2 = 159,31$$

Variant of the VIII-2 class is:

No	Students Initial Name	Pre-test	$X^2$
1	AR	60	3600
2	AZAA	85	7225
3	AF	60	3600
4	AH	70	4900
5	AT	75	5625
6	AR	60	3600
7	DP	65	4225
8	DF	60	3600
9	EF	80	6400
10	IA	70	4900
11	MRI	65	4225
12	MB	80	6400
13	MS	60	3600
14	NHS	65	4225
15	NRA	65	4225
16	NAF	60	3600
17	PR	65	4225
18	RM	70	4900
19	SK	80	6400
20	SN	45	2025
21	SH	60	3600
22	WM	65	4225
23	YA	80	6400
24	AR	60	3600
25	MT	75	5625
26	SA	50	2500



27	F	45	2025
28	LA	45	2025
29	P	65	4225
30	RR	75	5625
Total		1960	131.350

$$n = 30$$

$$\sum x_i = 1.960$$

$$\sum x_i^2 = 131.350$$

So,

$$\begin{aligned}
 S^2 &= \frac{n \sum x_i^2 - (\sum x_i)^2}{n(n-1)} \\
 &= \frac{30(131.350) - (1.960)^2}{30(30-1)} \\
 &= \frac{3.940.500 - 3.841.600}{870} \\
 &= \frac{98.900}{870}
 \end{aligned}$$

$$S^2 = 113.67$$

The formula was used to test hypothesis was:

2. VIII-1 and VIII-2

$$\begin{aligned}
 F &= \frac{\text{The Biggest Variant}}{\text{The Smallest Variant}} \\
 F &= \frac{159.31}{113.67} \\
 &= 1.40
 \end{aligned}$$

After doing the calculation, researcher found that  $F_{\text{count}} = 1.40$ . It had been compared to  $F_{\text{table}}$  with  $\alpha$  5% and dk numerator and dominator were same ( $n_1$  and  $n_2 = 30$ ;  $dk=30-1=29$ ). From the distribution list F, researcher found that  $F_{\text{table}} =$

4.18, cause  $F_{\text{count}} < F_{\text{table}}$  ( $1.40 < 4.18$ ). So, there is no difference the variant between the VIII-1 class and VIII-2 class. It means that the variant is homogenous.



## APPENDIX 11

### T-test of the Both Averages in Pre-Test

The formula was used to analyze homogeneity test of the both averages was t-test, that:

$$Tt = \frac{x_1 - x_2}{\sqrt{\left(\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$Tt = \frac{59.33 - 58.3}{\sqrt{\left(\frac{(30 - 1)293.70 + (30 - 1)168.27}{30 + 30 - 2}\right)\left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$t = \frac{59.33 - 58.3}{\sqrt{\left(\frac{(29)293.70 + (29)168.27}{58}\right)(0.03 + 0.03)}}$$

$$t = \frac{59.33 - 58.3}{\sqrt{\left(\frac{8,517.30 + 4,879.83}{58}\right)(0.6)}}$$

$$t = \frac{59.33 - 58.3}{\sqrt{\left(\frac{13,397.13}{58}\right)(0.6)}}$$

$$t = \frac{59.33 - 58.3}{\sqrt{(230.98)(0.6)}}$$

$$t = \frac{1.03}{\sqrt{138.58}}$$

$$t = \frac{1.03}{11.77}$$

$$t = 0.08$$

Based on researcher calculation result of hypothesis test of both of averages, researcher found that  $t_{\text{count}} = 0.08$  with opportunity  $(1-\alpha) = 1 - 5\% = 95\%$  and  $dk = n_1 + n_2 - 2 = 30 + 30 - 2 = 58$ , researcher found that  $t_{\text{table}} = 1.671$  cause  $t_{\text{count}} < t_{\text{table}}$  ( $0.08 < 1.671$ ). So,  $H_a$  was rejected, it means that there is no difference in average between experimental class and control class in pre-test.

## APPENDIX 11

### T-test of the Both Averages in Post-Test

The formula was used to analyze homogeneity test of the both averages was t-test, that:

$$Tt = \frac{x_1 - x_2}{\sqrt{\left(\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$Tt = \frac{71.5 - 63.4}{\sqrt{\left(\frac{(30 - 1)159.31 + (30 - 1)113.67}{30 + 30 - 2}\right)\left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$Tt = \frac{71.5 - 63.4}{\sqrt{\left(\frac{(29)159.31 + (29)113.67}{30 + 30 - 2}\right)(0.03 + 0.03)}}$$

$$t = \frac{71.5 - 63.4}{\sqrt{\left(\frac{4,619.99 - 3,296.43}{58}\right)(0.6)}}$$

$$t = \frac{71.5 - 63.4}{\sqrt{\left(\frac{1,323.56}{58}\right)(0.6)}}$$

$$t = \frac{71.5 - 63.4}{\sqrt{(22.82)(0.6)}}$$

$$t = \frac{8.1}{\sqrt{13.692}}$$

$$t = \frac{8.1}{3.70}$$

$$t = 2.18$$

Based on researcher calculation result of hypothesis test of both of averages, researcher found that  $t_{\text{count}} = 2.18$  with opportunity  $(1-\alpha) = 1 - 5\% = 95\%$  and  $dk = n_1 + n_2 - 2 = 20 + 20 - 2 = 58$ , researcher found that  $t_{\text{table}} = 1.671$  cause  $t_{\text{count}} > t_{\text{table}}$  ( $2.18 > 1.671$ ). So,  $H_a$  was accepted, it means that there was a difference average between experimental class and control class in post-test. It can be conclude that there was the significant effect of Repetition Drill toward Speaking Mastery in Past Activities Sub Topic at Grade VIII Students of MTS Baharuddin.



## APPENDIX 12

### GAIN SCORE OF EXPERIMENTAL CLASS AND CONTROL CLASS

Class	Pre-test score	Post-test score	Enhancement	Gain Score
Experimental	53.5	65.1	11.6	8.01
Control	57.5	61.09	3.59	

## APPENDIX 13

### INDICATOR OF SPEAKING IN PRE-TEST AND POST-TEST

#### A. Assesment Indicator Speaking in Pre-test and Post-test or Experimental Class

No	Students Initial Name	Pre-test					Post-test				
		P	I	F	A	SCORE	P	I	F	A	SCORE
1	AL					75					75
2	AW					45					60
3	AGA					50					65
4	AER					75					85
5	AA					55					65
6	AI					25					40
7	ASA					70					85
8	HT					35					55
9	KU					70					75
10	KA					55					65
11	KA					65					75
12	KA					45					55
13	MS					80					85
14	MA					30					65
15	MHBS					80					80
16	MS					80					80
17	MH					80					80
18	NL					60					65
19	NAS					70					75
20	RA					25					45
21	RA					70					85
22	RAA					80					75
23	SAF					60					70
24	SAN					60					65
25	SH					55					65



26	SSP	60	65
27	SBHL	70	80
28	WI	65	75
29	YW	65	75
30	YN	30	40

**B. Assesment Indicator Speaking in Pre-test and Post-test or Control Class**

No	Students Initial Name	Pre-test					Post-test				
		P	I	F	A	SCORE	P	I	F	A	SCORE
1	AR					50					60
2	AZAA					80					85
3	AF					55					60
4	AH					70					70
5	AT					65					75
6	AR					55					60
7	DP					45					65
8	DF					45					60
9	EF					80					80
10	IA					65					70
11	MRI					40					65
12	MB					60					80
13	MS					65					60
14	NHS					70					65
15	NRA					65					65
16	NAF					50					60
17	PR					60					65
18	RM					65					70
19	SK					75					80
20	SN					35					45
21	SH					60					60
22	WM					40					65
23	YA					70					80



24	AR	55	60
25	MT	70	75
26	SA	30	50
27	F	40	45
28	LA	35	45
29	P	50	65
30	RR	65	75

## DOCUMENTATION



The researcher introduce herself



The researcher explain the material in Control Class





The students do the test (speaking) pre-test in Control Class



The students do the test (speaking) post-test in Control Class





The researcher introduce herself in Experimental Class



The researcher explain the material in Experimental Class





The students do the test (speaking) pre-test in Experimental Class



The researcher gave the modeling of the word the sentence in Experimental Class





The researcher explain the material in Experimental Class



The students do the test (speaking) post-test in Experimental Class